ok

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 2
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 01/22/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
60.95	66.87	1	1	75.00	.83	65.25

CHECKS		DEPOSITS	DATE	BALANCE
66.87			DEC 19	5.92OD
66.87RT	3.00DM		DEC 20	57.95
		75.00	JAN 13	132.95
66.87			JAN 21	66.08
.83SC				65.25

CODES:
D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO
L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO
R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

ok

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 11
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 02/19/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
65.25	5,654.37	11	2	5,901.00	1.31	310.57

CHECKS			DEPOSITS	DATE	BALANCE
30.00			500.00	JAN 24	535.25
165.00				JAN 27	370.25
100.00				JAN 28	270.25
23.98				JAN 29	246.27
181.94				JAN 31	64.33
			5,401.00	FEB 10	5,465.33
6.00	30.45			FEB 12	5,428.88
30.00				FEB 13	5,398.88
37.00	50.00	5,000.00		FEB 17	311.88
1.31SC					310.57

CODES:

D.R. — DEBIT REVERSAL	L.S. — LIST OF CHECKS	R.T. — RETURNED CHECKS
C.R. — CREDIT REVERSAL	O.D. — OVER DRAWN	S.C. — SERVICE CHARGE
C.M. — CREDIT MEMO	D.M. — DEBIT MEMO	

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

GARY NATIONAL BANK

GARY, INDIANA

February 19, 1969

Neighborhood Action Institute
C E P Program
1700 Adams Street
Gary, Indiana 46407

Gentlemen:

Thank you for the account you recently opened with our bank.

Our main office and twelve branches in Gary, Dyer, Griffith, Merrillville, Munster and Hobart were planned with service to you in mind. These offices are equipped to give you complete banking service. You will find all members of our staff pledged to the efficient and courteous handling of your business.

Please note the addressing of this envelope. This represents the manner in which your account is recorded by us. If there is an error please let us know by making the proper correction on the envelope itself and returning it to us.

Thank you again for giving us the privilege of serving.

Yours truly,

H. S. Jackson
Vice President

HSJ/p

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 14
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

ACCOUNT NUMBER 535-591-2

STATEMENT DATE 03/12/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
–	2,644.87	14	3	5,285.55	.00	2,640.68

CHECKS			DEPOSITS	DATE	BALANCE
			5,000.00	FEB 17	5,000.00
21.32	135.94	266.11			
271.90				FEB 20	4,304.73
275.00				FEB 21	4,029.73
176.50			275.00	FEB 24	4,128.23
			10.55	MAR 4	4,138.78
47.55	246.78	251.92			
251.92				MAR 7	3,340.61
123.01	125.96	125.96			
325.00				MAR 12	2,640.68

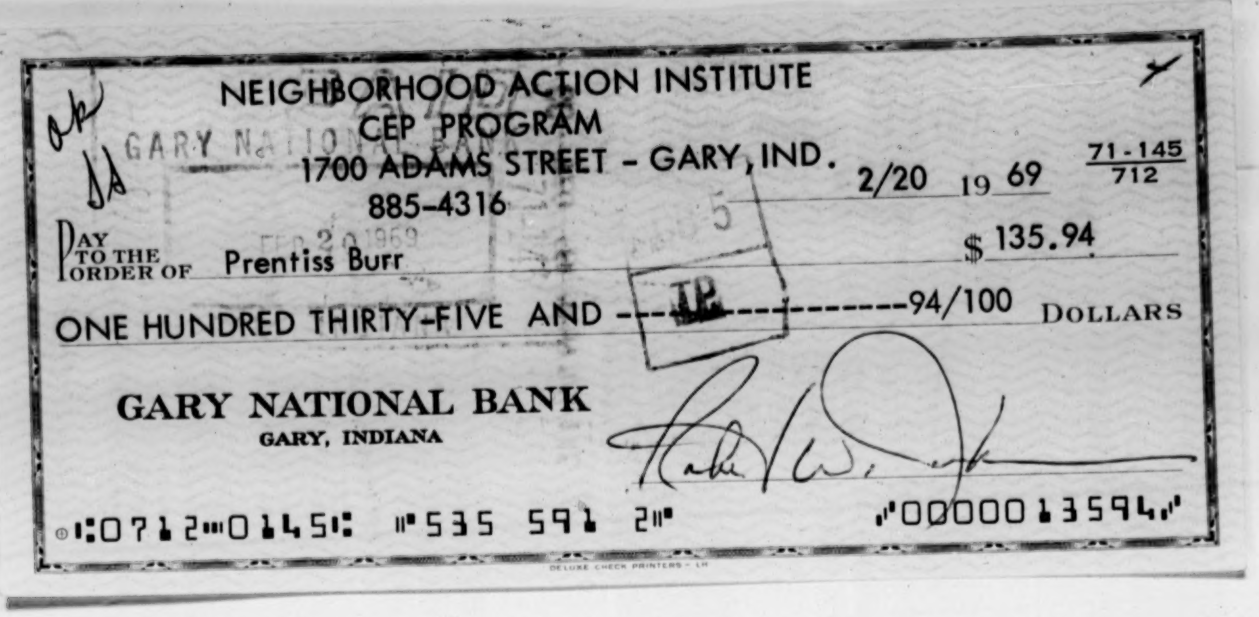
5285.55

5401.00
5285.55
115.45

5401.00
5,010.55
390.45

CODES:
D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO
L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO
R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.



Ok
SA

4

NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM
1700 ADAMS STREET - GARY, IND.
885-4316

GARY NATIONAL BANK
FEB 20 1969

2/20 19 69
71-145
712

PAY TO THE ORDER OF Prentiss Burr $ 135.94

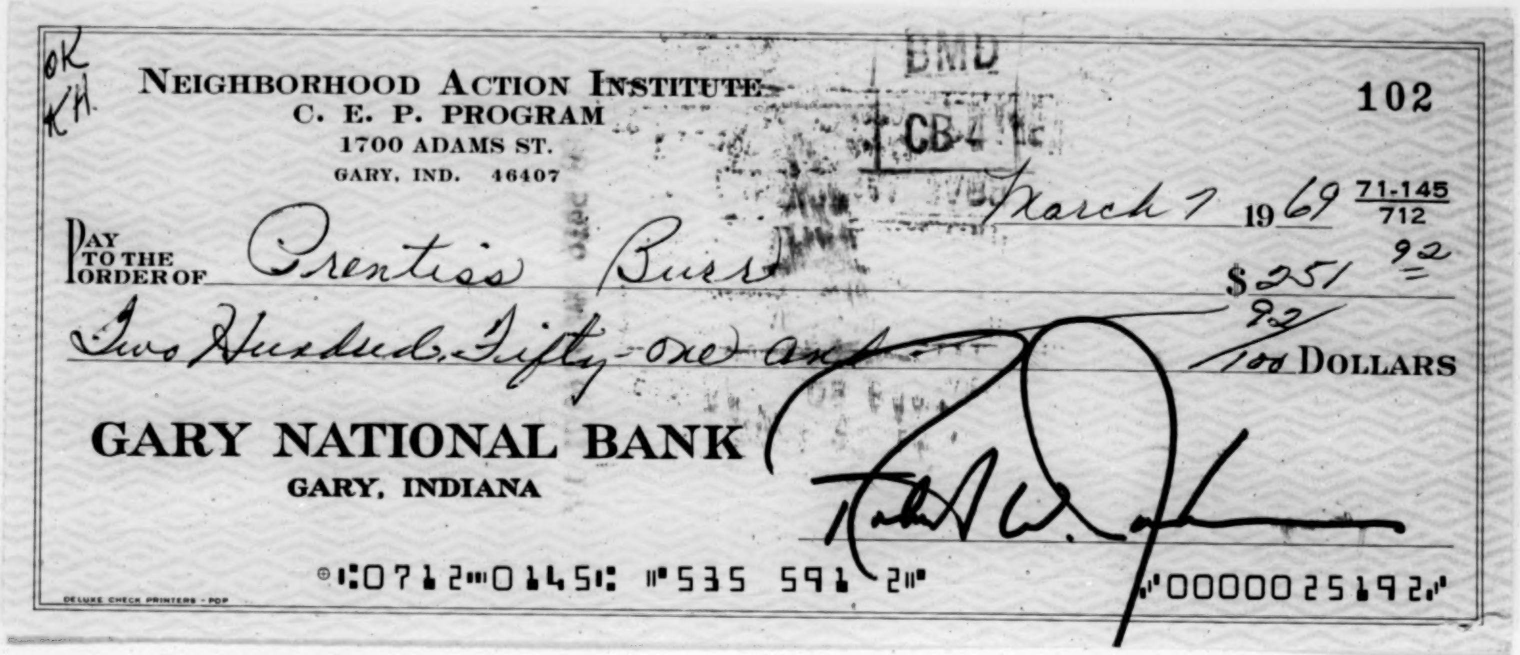
ONE HUNDRED THIRTY-FIVE AND -------------94/100 DOLLARS

TP

GARY NATIONAL BANK
GARY, INDIANA

⑈0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000013594⑈

DELUXE CHECK PRINTERS - LH



OK
KH

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

102

BMD
CB4

March 7 1969
71-145
712

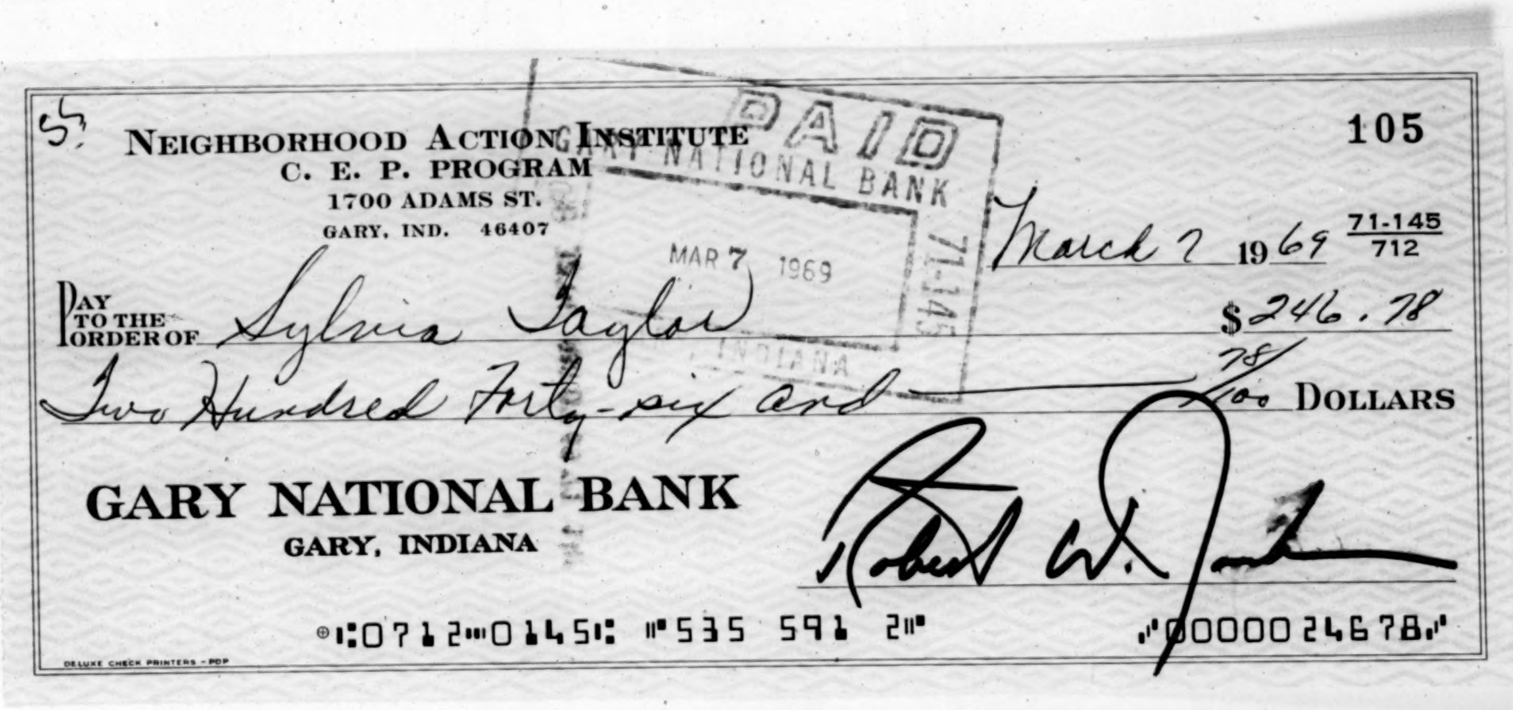
PAY TO THE ORDER OF Prentiss Burr $ 251 92

Two Hundred Fifty-one and 92/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

⑈0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000025192⑈

DELUXE CHECK PRINTERS - PDP



55

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

105

PAID
NATIONAL BANK
MAR 7 1969
71-145
INDIANA

March 7 1969
71-145
712

PAY TO THE ORDER OF Sylvia Taylor $ 246.78

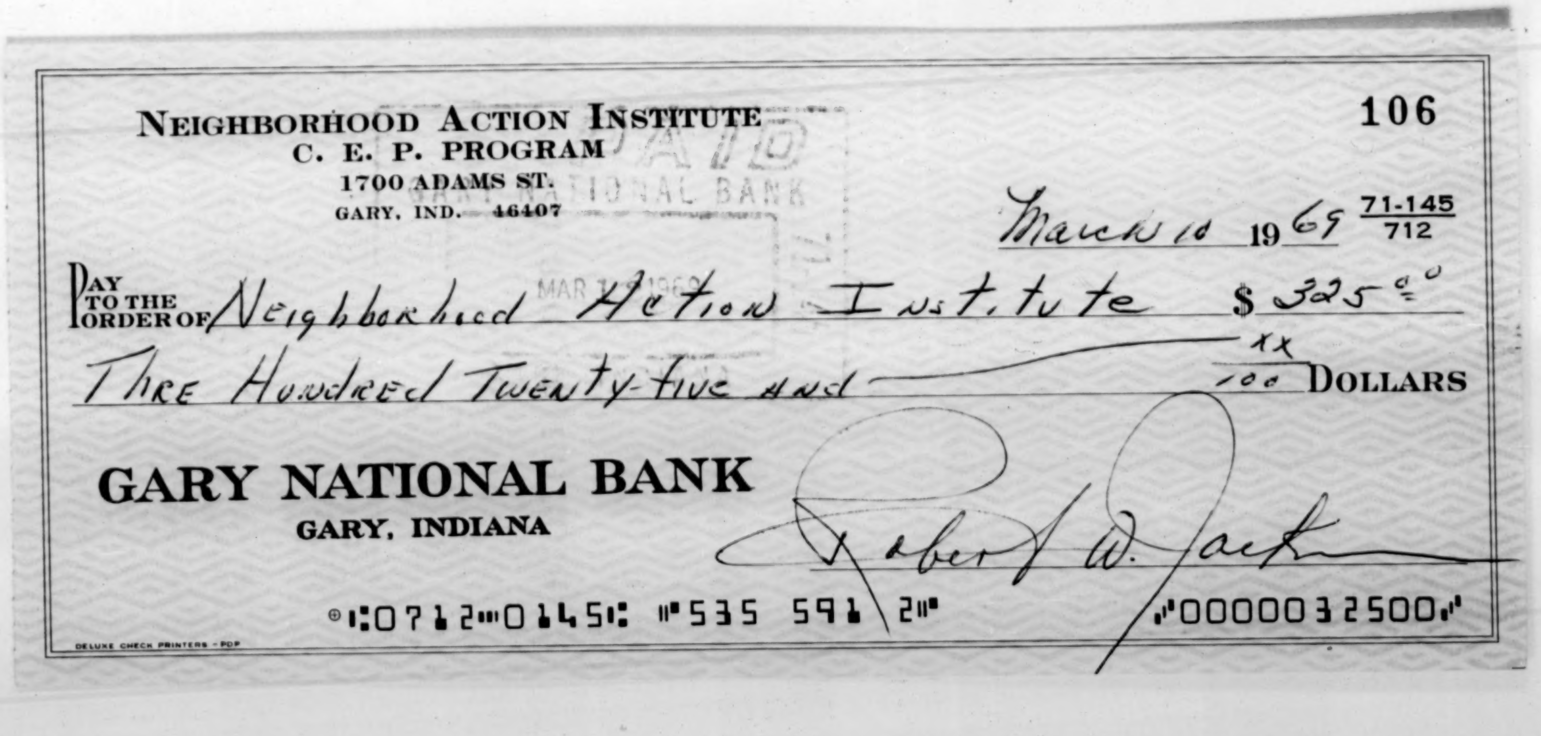
Two Hundred Forty-six and 78/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑈0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000024678⑈

DELUXE CHECK PRINTERS - PDP



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

106

PAID
NATIONAL BANK
MAR 1969

March 10 1969
71-145
712

PAY TO THE ORDER OF Neighborhood Action Institute $ 325 00

Thre Hundred Twenty-five and xx/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑈0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000032500⑈

DELUXE CHECK PRINTERS - PDP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

107

MARCH 12 1969 71-145/712

PAY TO THE ORDER OF Sylvia Taylor $123.01

One Hundred Twenty-three and 01/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000012301⑈

DELUXE CHECK PRINTERS - POP

MLL
CB-2

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

108

30

MARCH 12 1969 71-145/712

PAY TO THE ORDER OF PRENTISS BURT $125.96

One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - POP

MLL
CB-2

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

109

MARCH 12 1969 71-145/712

PAY TO THE ORDER OF FREDRICK MINOR $125.96

One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - POP

OK
KH

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

CB-4

103

March 7 1969 71-145/712

PAY TO THE ORDER OF Fredrick Minor $251.92

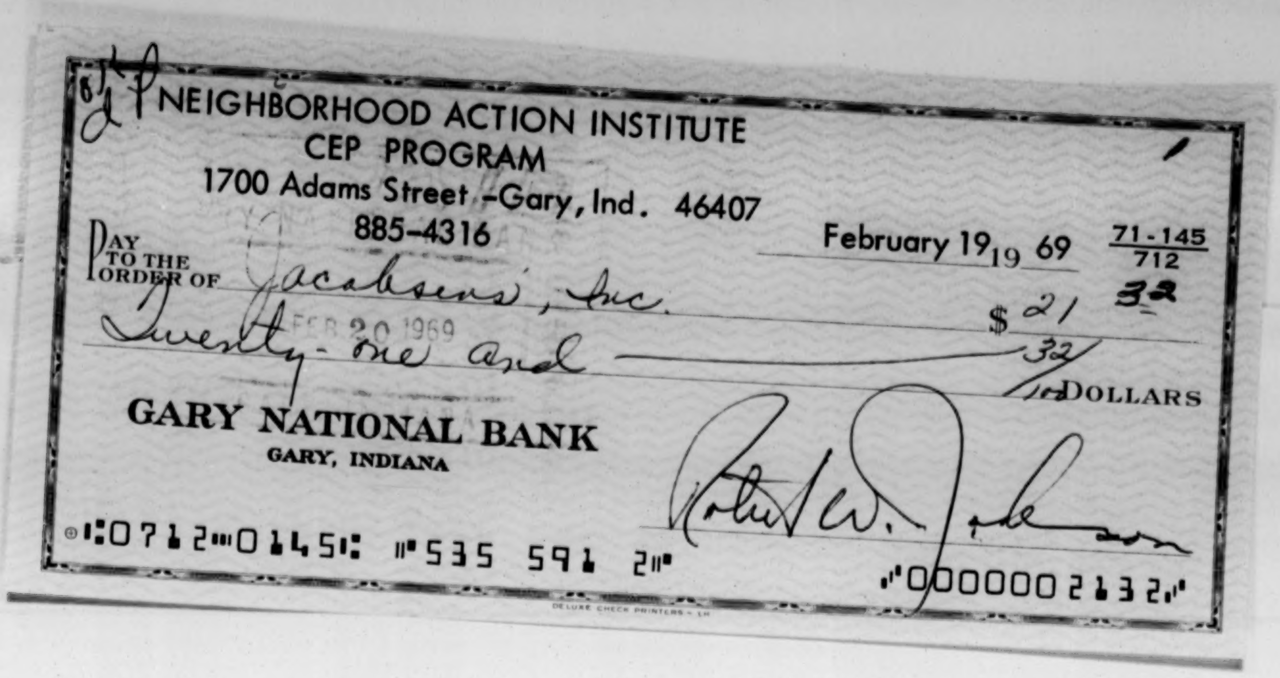
Two Hundred Fifty-one and 92/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000025192⑈

DELUXE CHECK PRINTERS - POP



NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM
1700 Adams Street -Gary, Ind. 46407
885-4316

1

February 19 19 69 71-145/712

PAY TO THE ORDER OF Jacobsens', Inc. $ 21 32

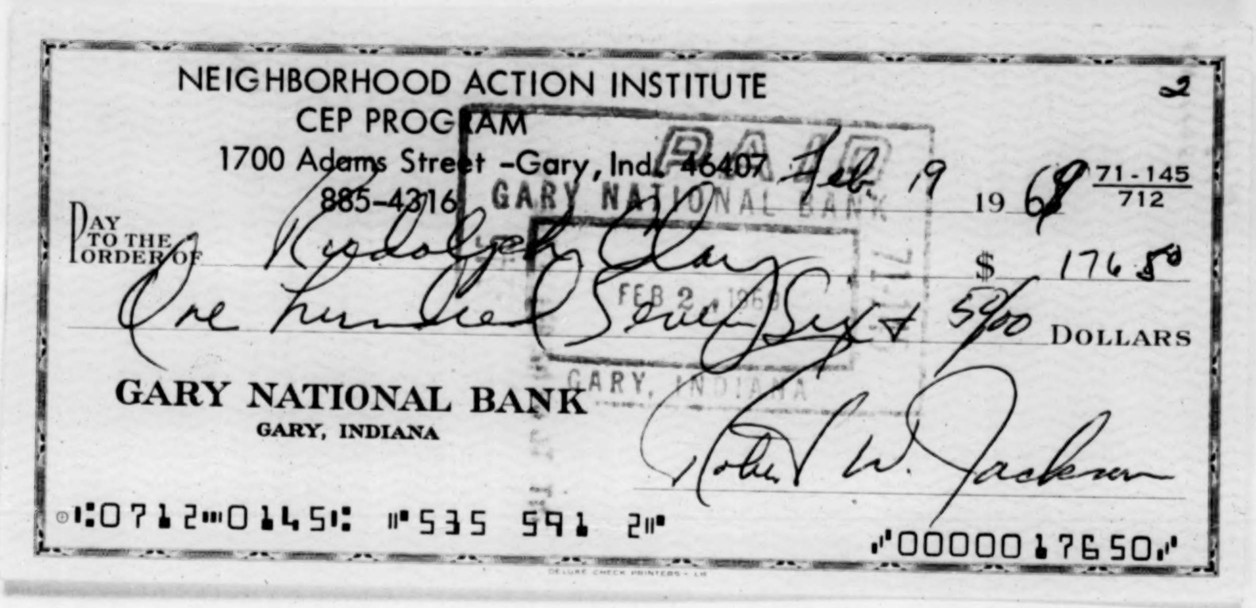
FEB 20 1969

Twenty-one and —— 32/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000002132⑇



NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM
1700 Adams Street -Gary, Ind. 46407
885-4316

2

PAID
GARY NATIONAL BANK
FEB 2 1969
GARY, INDIANA

Feb. 19 19 69 71-145/712

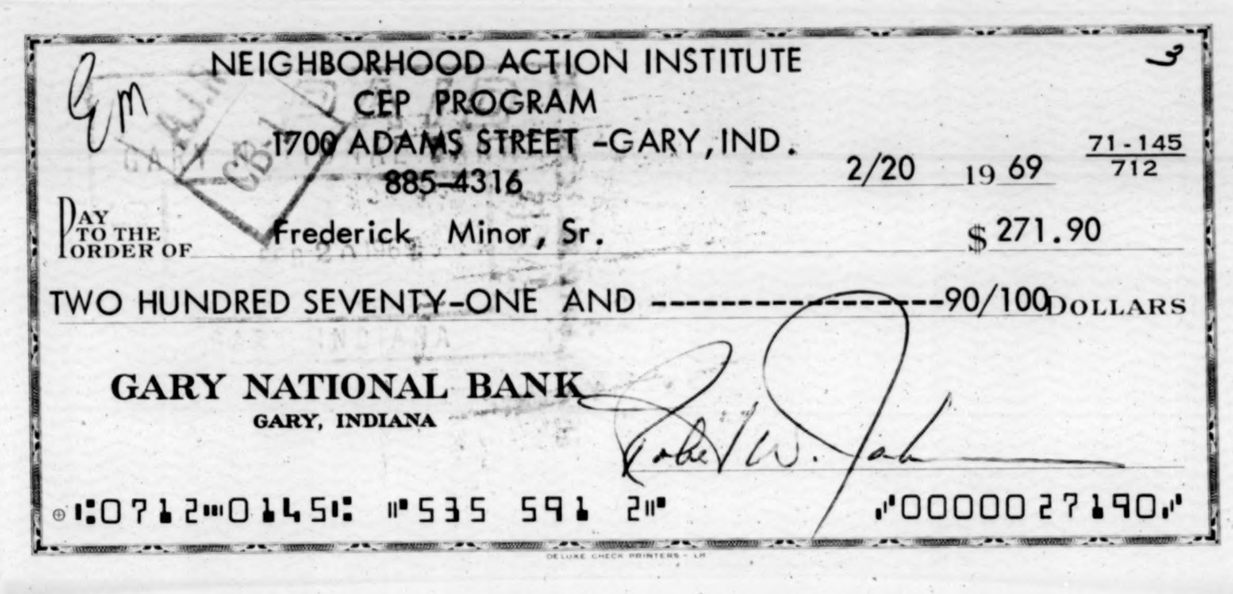
PAY TO THE ORDER OF Rudolph Clay $ 176 50

One hundred Seventy Six + 50/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000017650⑇



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NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM
1700 ADAMS STREET -GARY, IND.
885-4316

3

2/20 19 69 71-145/712

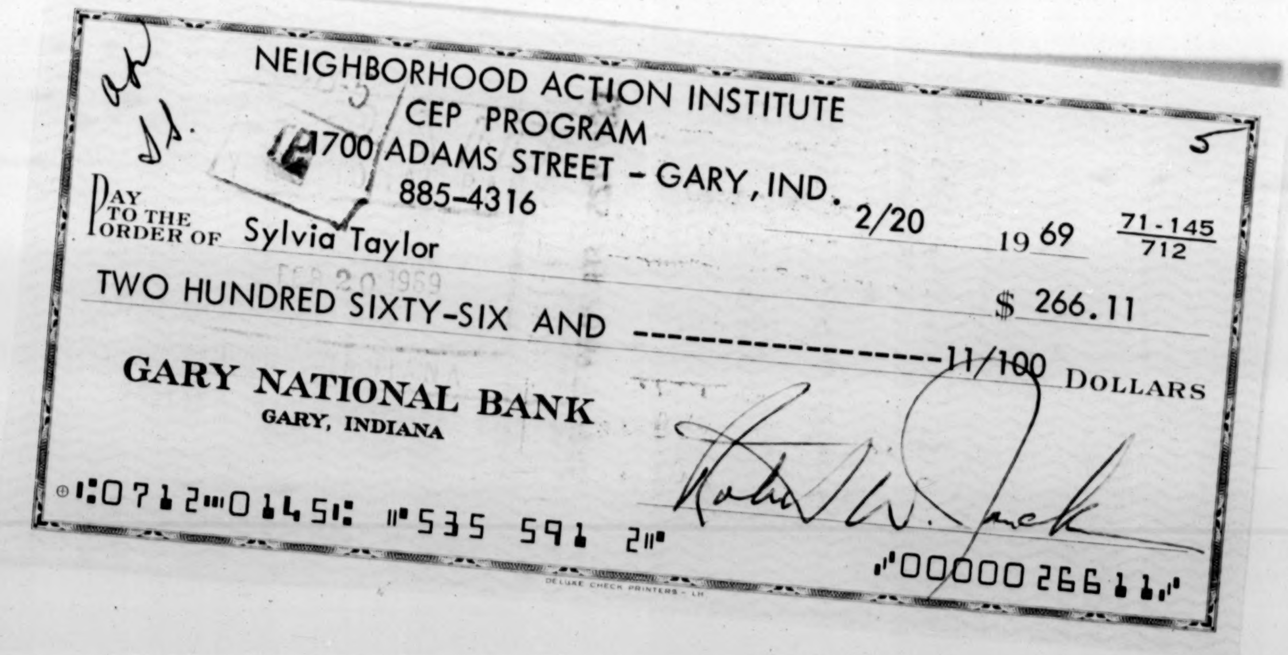
PAY TO THE ORDER OF Frederick Minor, Sr. $ 271.90

TWO HUNDRED SEVENTY-ONE AND ---------------90/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000027190⑇



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S.S.

NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM
1700 ADAMS STREET - GARY, IND.
885-4316

5

2/20 19 69 71-145/712

PAY TO THE ORDER OF Sylvia Taylor

FEB 20 1969

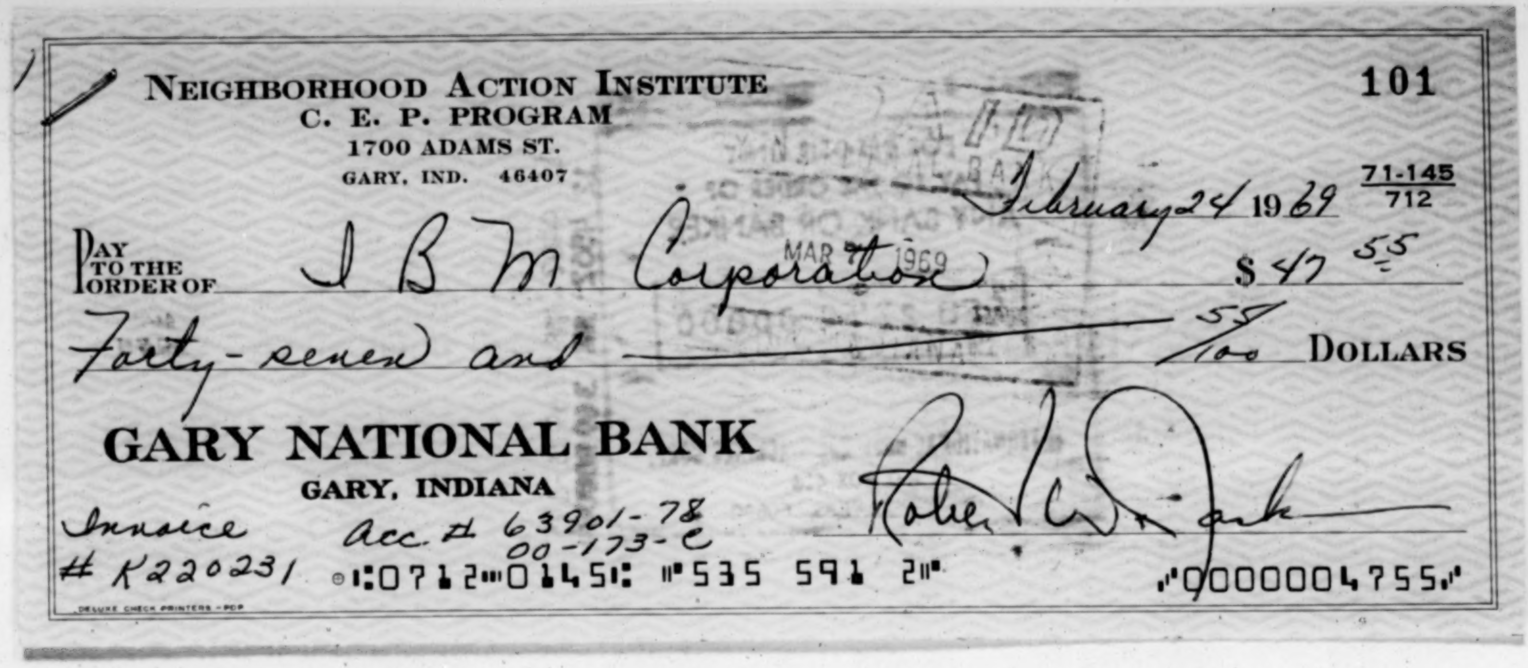
TWO HUNDRED SIXTY-SIX AND $ 266.11

-----------------11/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000026611⑇



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

101

February 24 1969 71-145/712

PAY TO THE ORDER OF I B M Corporation $47 55/

Forty-seven and 55/100 DOLLARS

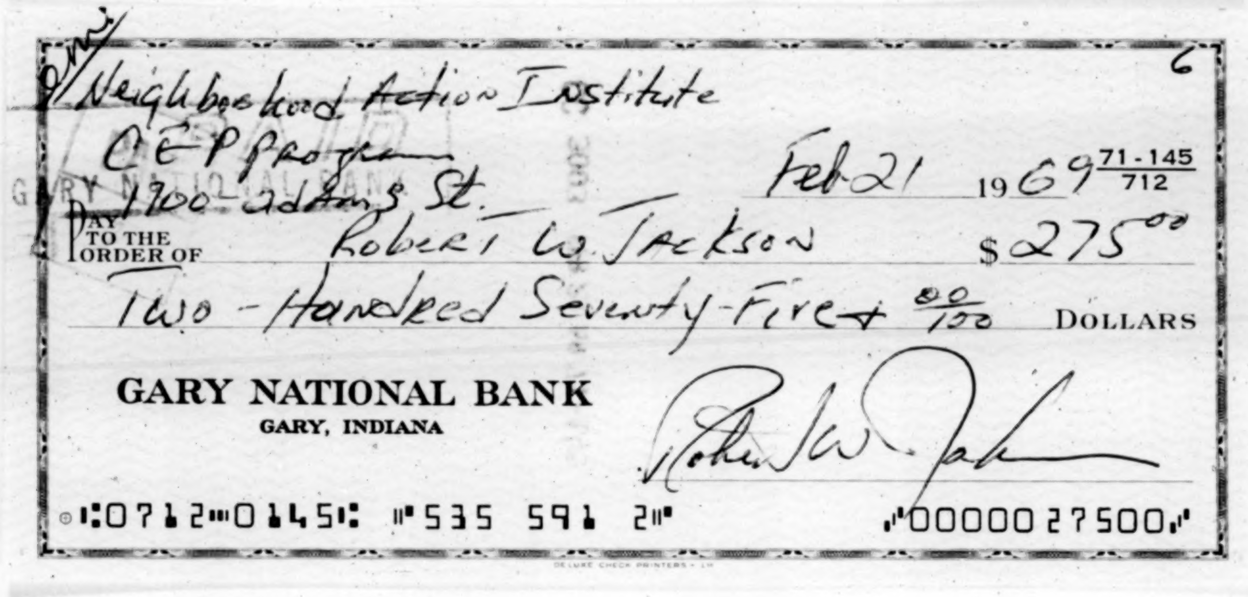
GARY NATIONAL BANK
GARY, INDIANA

Invoice Acc. # 63901-78
00-173-C
K220231

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000004755⑇

DELUXE CHECK PRINTERS - PCP



Neighborhood Action Institute
CEP Program
1700 Adams St.

6

Feb 21 1969 71-145/712

PAY TO THE ORDER OF Robert W. Jackson $275 00/

Two-Hundred Seventy-Five + 00/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000027500⑇

DELUXE CHECK PRINTERS - LH

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 7
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 03/19/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
310.57	800.87	7	2	825.00	1.15	333.55

CHECKS	DEPOSITS	DATE	BALANCE
260.00 ✓		FEB 21	50.57
75.00 ✓	500.00	FEB 24	475.57
50.00 ✓		FEB 27	425.57
335.32 ✓		FEB 28	90.25
10.55		MAR 4	79.70
30.00 ✓		MAR 5	49.70
	325.00	MAR 12	374.70
40.00 ✓		MAR 14	334.70
1.15SC			333.55

CODES:

D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO

L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO

R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 16
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

ACCOUNT NUMBER 535-591-2

STATEMENT DATE 04/09/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
2,640.68	2,552.55	15	1	418.21	.93	505.41

CHECKS			DEPOSITS	DATE	BALANCE
5.80DM				MAR 13	2,634.88
20.40	41.52	418.00			
450.00				MAR 20	1,704.96
125.96	125.96	125.96		MAR 21	1,327.08
			418.21	MAR 24	1,745.29
123.01	450.00			MAR 26	1,172.28
125.96				MAR 28	1,046.32
18.00	123.01			APR 2	905.31
123.01	125.96			APR 3	656.34
150.00				APR 4	506.34
.93SC					505.41

CODES:

D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO
L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO
R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

CUSTOMER CHARGE

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

405

71-145
712

PAID
GARY NATIONAL BANK
MAR 13 1969

In accordance with your authorization, we have charged your account as shown for printed checks. Please deduct this amount from your balance.
DE LUXE BUSINESS CHECKS

DEBIT $5.80

GARY NATIONAL BANK
GARY, INDIANA

65

⑆0712⑉0145⑆ ⑈535 591 2⑈ ~~67~~⑈0000000580⑈

A.75-V (1-68)

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

112

PAID
GARY NATIONAL BANK
MAR 20 1969
GARY, INDIANA

March 18 1969 71-145/712

PAY TO THE ORDER OF Diplomat Inn $41.52

Forty One + 52/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

In-Service Training

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000004152⑈

DELUXE CHECK PRINTERS

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

113

PAID
GARY NATIONAL BANK
MAR 20 1969
GARY, INDIANA

March 19 1969 71-145/712

PAY TO THE ORDER OF Diplomat Inn $20.40

Twenty + 40/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

In-Service Training

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000002040⑈

DELUXE CHECK PRINTERS

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NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

114

PAID
GARY NATIONAL BANK
MAR 20 1969
GARY, INDIANA

March 20 1969 71-145/712

PAY TO THE ORDER OF Robert W. Jackson $418.00

Four Hundred Eighteen + 00/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000041800⑈

DELUXE CHECK PRINTERS

CB-2

Neighborhood Action Institute
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

115

PAID
NATIONAL BANK
MAR 21 1969

March 21 1969 71-145/712

PAY TO THE ORDER OF Frederick Mixon $125.96

One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - PDP

CB-3

Neighborhood Action Institute
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

116

PAID
NATIONAL BANK
MAR 21 1969

March 21 1969 71-145/712

PAY TO THE ORDER OF Prentiss Burr $125.96

One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - PDP

Neighborhood Action Institute
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

117

CB-3

PAID
MAR 21 1969

March 21 1969 71-145/712

PAY TO THE ORDER OF Prentiss Burr $125.96

One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - PDP

Neighborhood Action Institute
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

119

PAID
NATIONAL BANK
MAR 26 1969

March 21 1969 71-145/712

PAY TO THE ORDER OF Sylvia Taylor $123.01

One Hundred Twenty-three and 01/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012301⑈

DELUXE CHECK PRINTERS - PDP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

120

March 26 1969 71-145/712

PAY TO THE ORDER OF Postmaster - U. S. Post office $18 00/100

Eighteen and ——— no/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000001800⑇

PAID GARY NATIONAL BANK APR 1969

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

121

March 28 1969 71-145/712

PAY TO THE ORDER OF Sylvia Tayler $123 01/100

One Hundred and Twenty-three and ——— 01/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000012301⑇

GB-5

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

122

March 28 1969 71-145/712

PAY TO THE ORDER OF Frederick Minor $125.96

One Hundred Twenty-five and ——— 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000012596⑇

PAID GARY NATIONAL BANK MAR 28 1969 71-145

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

123

April 2 1969 71-145/712

PAY TO THE ORDER OF Goodson Tyler $150 00/xx

One Hundred Fifty and ——— no/xx DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000015000⑇

PAID GARY NATIONAL BANK APR 4 1969 71-145 INDIANA

PAB
18

PAID
GARY NATIONAL BANK
APR 3 1969
GARY, INDIANA
71-145

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

124

April 3 1969 71-145/712

PAY TO THE ORDER OF Sylvia Taylor $123 01/xx

One Hundred Twenty three and 01/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012301⑈

DELUXE CHECK PRINTERS - POP

XV

CB-1
AJA

PAID
GARY NATIONAL BANK
APR 3 1969

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

125

April 3 1969 71-145/712

PAY TO THE ORDER OF Frederick [illegible] $125 96/xx

One Hundred Twenty five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - POP

PAID
GARY NATIONAL BANK
MAR 20 1969
GARY, INDIANA
71-145

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

110

March 16 1969 71-145/712

PAY TO THE ORDER OF WILLIAM MOORE $ 450.00

FOUR HUNDRED FIFTY AND ------------------------------no/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

re: training with CEP
neighborhood council

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000045000⑈

DELUXE CHECK PRINTERS - POP

PAID
GARY NATIONAL BANK
MAR 20 1969
GARY, INDIANA

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

111

March 16 1969 71-145/712

PAY TO THE ORDER OF JERRY PERLMUTTER $ 450.00

FOUR HUNDRED FIFTY AND ------------------------------no/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

re: training with CEP
neighborhood council

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000045000⑈

DELUXE CHECK PRINTERS - POP

GARY NATIONAL BANK

GARY, INDIANA

OK

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 2
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 04/16/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
333.55	335.00	2	1	600.00	.91	597.64

CHECKS	DEPOSITS	DATE	BALANCE
10.00		MAR 20	323.55
325.00		MAR 24	1.45OD
	600.00	APR 14	598.55
.91SC			597.64

CODES:
D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO
L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO
R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 3
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

ACCOUNT NUMBER 535-591-2

STATEMENT DATE 04/30/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
505.41	495.10	3			.87	9.44

CHECKS		DEPOSITS	DATE	BALANCE
123.01	125.96		APR 11	256.44
246.13			APR 21	10.31
.87SC				9.44

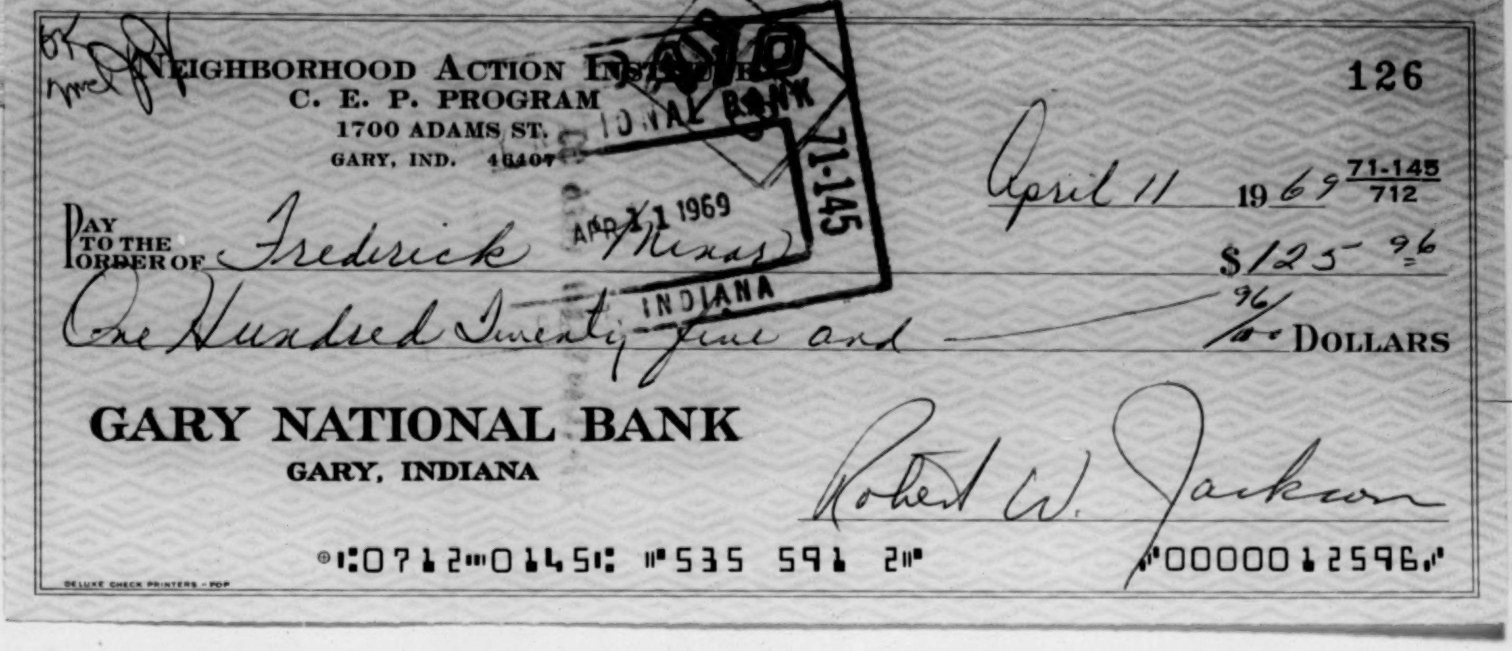
CODES:

D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO

L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO

R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.



OK
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NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

126

April 11 1969 71-145/712

PAY TO THE ORDER OF Fredrick Mixas $125 96/100

One Hundred Twenty-five and 96/100 DOLLARS

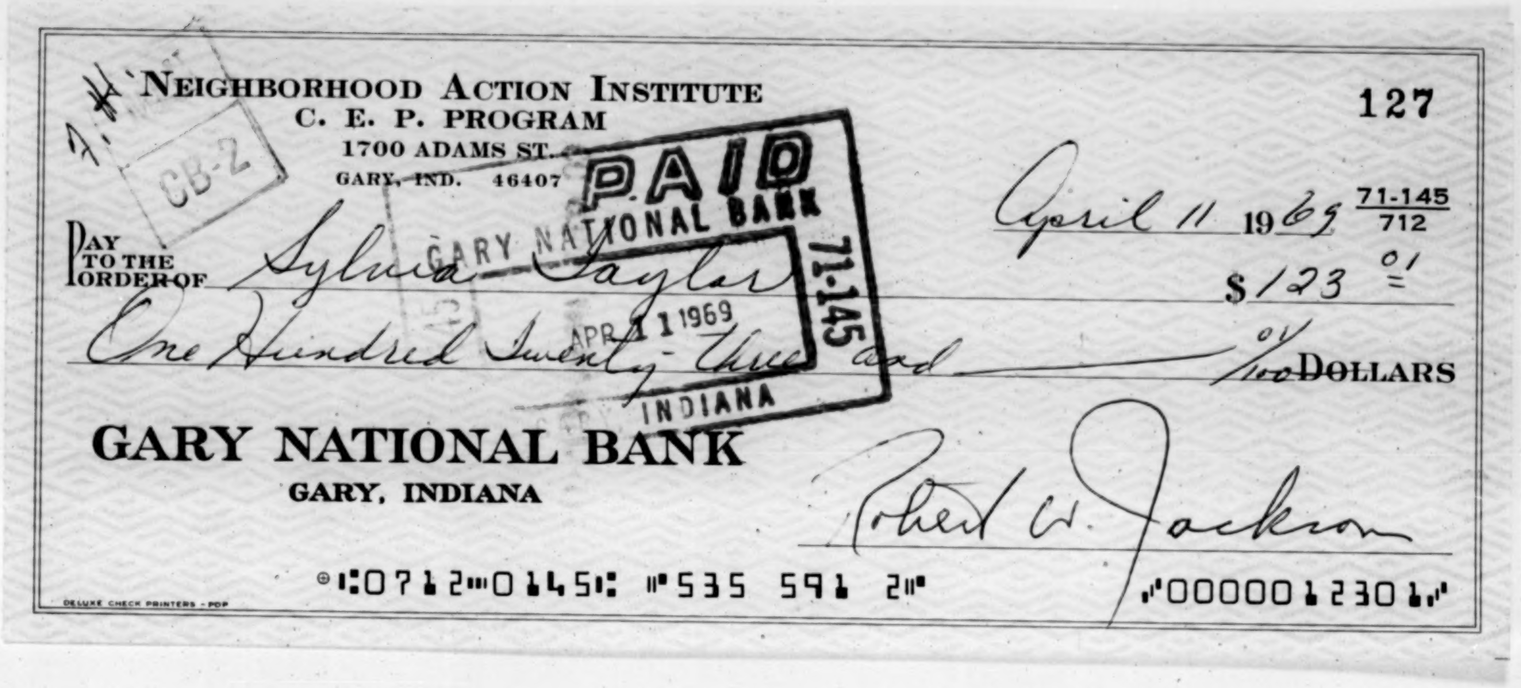
PAID
GARY NATIONAL BANK
APR 11 1969
71-145
INDIANA

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - POP



F. H.

CB-2

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

127

April 11 1969 71-145/712

PAY TO THE ORDER OF Sylvia Taylor $123 01/100

One Hundred Twenty-three and 01/100 DOLLARS

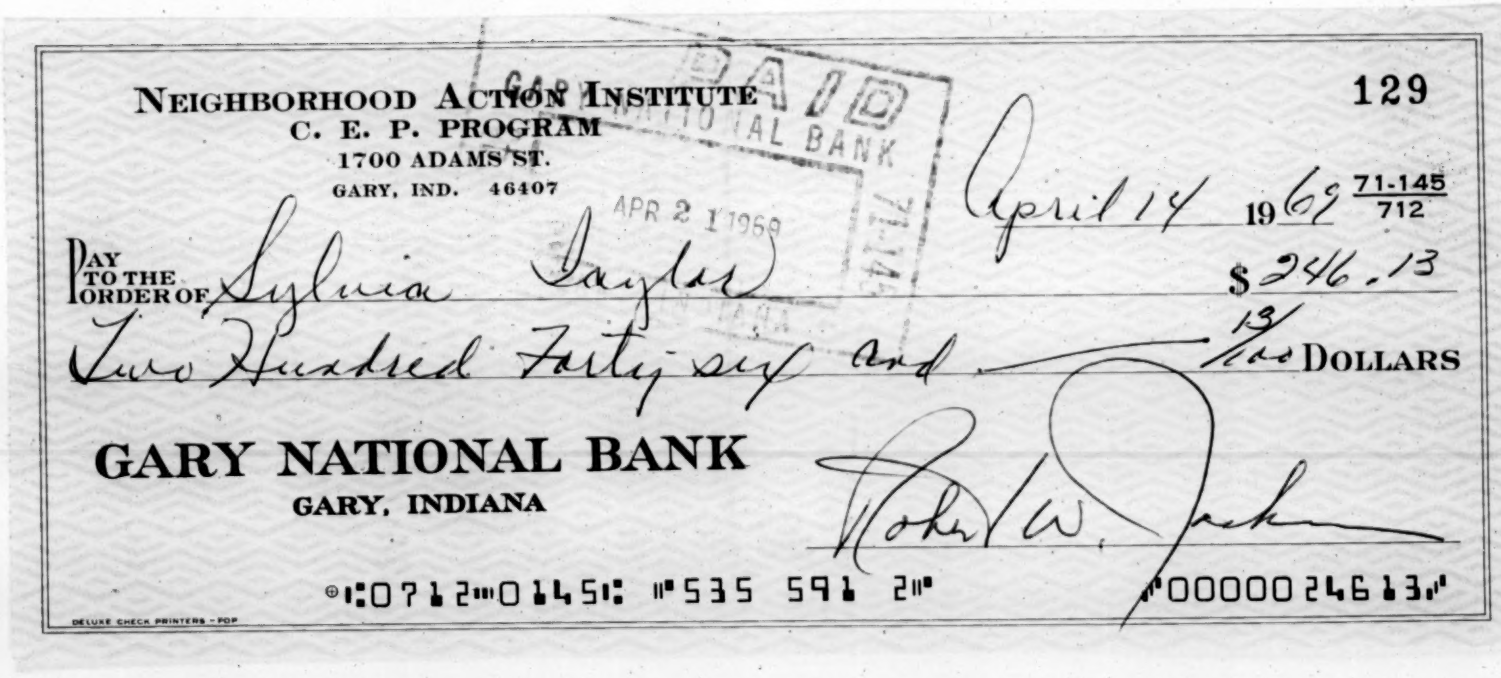
PAID
GARY NATIONAL BANK
APR 11 1969
71-145
INDIANA

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012301⑈

DELUXE CHECK PRINTERS - POP



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

129

April 14 1969 71-145/712

PAY TO THE ORDER OF Sylvia Taylor $246.13

Two Hundred Forty-six and 13/100 DOLLARS

PAID
GARY NATIONAL BANK
APR 21 1969
71-145
INDIANA

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000024613⑈

DELUXE CHECK PRINTERS - POP

GARY NATIONAL BANK

GARY, INDIANA

ok

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 19
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 05/21/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
597.64	2,045.33	19	2	2,066.68	1.63	617.36

CHECKS			DEPOSITS	DATE	BALANCE
175.00				APR 17	422.64
25.00				APR 18	397.64
6.00	12.24	233.91		APR 22	145.49
20.00	145.00		200.00	APR 25	180.49
19.75				APR 28	160.74
30.00	60.00			APR 30	70.74
341.91	377.88		1,866.68	MAY 2	1,217.63
113.97				MAY 5	1,103.66
40.00	68.70			MAY 6	994.96
22.07				MAY 8	972.89
113.97	113.97	125.96		MAY 9	618.99
1.63SC					617.36

CODES:

D.R. — DEBIT REVERSAL	L.S. — LIST OF CHECKS	R.T. — RETURNED CHECKS
C.R. — CREDIT REVERSAL	O.D. — OVER DRAWN	S.C. — SERVICE CHARGE
C.M. — CREDIT MEMO	D.M. — DEBIT MEMO	

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

DUPLICATE

GARY NATIONAL BANK
GARY, INDIANA
MEMORANDUM CHECK

CHARGE Neighborhood Action Inst. #535-591-2 $ 1876^{68}

— Eighteen Hundred seventy six and 68/100 —— DOLLARS

PARTICULARS To pay P.O. #11045 June - 1866^{68} - S.C. - 10^{00}

per instruction WRL

Gary, Indiana 5-16 19 69. WA Receipe ASST Cashier ~~Vice Pres.~~

GB-4

OFFICE OF THE CITY CONTROLLER
CITY OF GARY, GARY, INDIANA

FUND	PURCHASE ORDER NUMBER	AMOUNT	FUND	PURCHASE ORDER NUMBER	AMOUNT	FUND	PURCHASE ORDER NUMBER	AMOUNT	WARRANT NUMBER
90-MP	3361	8,413.13							53549

PLEASE CHECK THIS STUB WITH AMOUNT DUE. REPORT ANY DIFFERENCES TO CONTROLLER'S OFFICE.

FORM G6

⑦ AD-CRAFT PRINTERS, INC., GARY, IND.

REGULAR CHECKING ACCOUNT
DEPOSITED WITH
GARY NATIONAL BANK
GARY, INDIANA

NAME Neighborhood Action Inst.

ADDRESS 1700 Adams St.

CITY Gary Indiana

DATE 16 May 1969

FILL IN YOUR ACCOUNT NUMBER HERE ⇨ 55-541-2

FOR BANK USE ONLY

PLEASE LIST CHECKS SEPARATELY	DOLLARS	CENTS
CURRENCY 138		
SILVER		
CHECKS	8413	13
TOTAL FROM OTHER SIDE		
TOTAL ⇨	8413	13

DUPLICATE OF DEPOSIT
Received for Your Credit Today
MAY 16 1969 19
GARY NATIONAL BANK
GARY, INDIANA
By L A Harrelson

---

41 — 5

COLLATERAL NOTE

Central Branch — Neighborhood Action Institute

LOAN NUMBER	DUE DATE	CLASSIFICATION	ORIGINAL DATE	ORIGINAL AMOUNT	RENEWAL NUMBER	RATE	AMOUNT
112745	June 2 '69	5				8	$1866.68

APPROVED BY	INTEREST DUE
BJ	10.00

32da

Gary, Indiana May 1, 1969

Undersigned Thirty Days (30da) after date, for value received, the undersigned promises to pay to the order of

GARY NATIONAL BANK, GARY, INDIANA

the sum of Eighteen Hundred Sixty Six Dollars and-------68/100----- and /100 Dollars

and attorney's fees, with interest from date at the rate of 8% per cent per annum until maturity, and interest at the rate of eight per cent (8%) per annum after maturity; negotiable and payable at GARY NATIONAL BANK, Gary, Indiana, without any relief whatever, from valuation or appraisement laws.

The undersigned grant(s) to GARY NATIONAL BANK ("Bank") a security interest in the following property which has been or is hereby delivered, pledged, assigned and transferred to the Bank:

Assignment of CEP contract cv $8413.13
see attached claim #

the total market value of which the undersigned represents to be $ __________, together with any deposit balance or balances of the undersigned in the possession of the Bank, which property is hereinafter referred to as "Collateral," to secure all obligations to the Bank of the undersigned, direct or indirect, absolute or contingent, now existing or hereafter arising, including, but not limited to, individual, joint, joint and several obligations of the undersigned as the maker, drawer, guarantor, endorser or surety of promissory notes, checks, bills, drafts or overdrafts ("Liabilities"). The undersigned warrants to the Bank that he is the lawful owner of such property, free of all claims and liens other than the security interest granted herein, with full right to deliver, pledge, transfer and assign such property to the Bank as collateral. In the event the undersigned fails to pay any of the Liabilities when due, or if the Bank shall deem itself insecure for any reason whatever, all Liabilities of the undersigned may, at the option of the Bank and without notice or demand of any kind, be declared, and thereupon immediately shall become due and payable. The Bank may exercise from time to time any rights and remedies available to it under the Uniform Commercial Code as in effect from time to time in Indiana or otherwise available to it, including those available under any written instrument relating to any of the Liabilities or any security therefor.

The Bank, from time to time, whether before or after any of the Liabilities shall become due and payable, may, without notice to the undersigned, (a) transfer all or any part of the Collateral into the name of the Bank or its nominee, with or without disclosing that such Collateral is subject to the lien and security interest hereunder, (b) notify the parties obligated on any of the Collateral to make payment to the Bank of any amounts due or to become due thereunder, (c) enforce collection of any of the Collateral by suit or otherwise, and surrender, release or exchange all or any part thereof, or compromise or extend or renew for any period (whether or not longer than the original period) any indebtedness evidenced thereby, and (d) take control of any proceeds of the Collateral. The Bank may, without notice or demand of any kind, appropriate and apply toward the payment of such of the Liabilities (whether before or after any of the Liabilities shall become due and payable), and in such order of application as the Bank may from time to time elect, any balances, credits, deposits, accounts or moneys which constitute Collateral hereunder. If any notification of intended disposition of any of the Collateral is required by law, such notification, if mailed, shall be deemed reasonably and properly given if mailed at least ten (10) days before such disposition, postage prepaid, addressed to the undersigned, either at the address of the undersigned appearing below, or at any other address of the undersigned appearing on the records of the Bank.

Any proceeds of any disposition of Collateral may be applied by the Bank to the payment of expenses in connection with the Collateral, including reasonable attorneys' fees and legal expenses, and any balance of such proceeds may be applied by the Bank toward the payment of such of the Liabilities, and in such order of application, as the Bank from time to time may elect. All rights and remedies of the Bank expressed hereunder are in addition to all other rights and remedies possessed by it. No delay on the part of the Bank in the exercise of any right or remedy shall operate as a waiver thereof, and no single or partial exercise by the Bank of any right or remedy shall preclude other or further exercise thereof or the exercise of any other right or remedy. No action of the Bank permitted hereunder shall impair or affect the rights of the Bank in and to the Collateral. The Bank shall be deemed to have exercised reasonable care in the custody and preservation of the Collateral if it takes such actiion for that purpose as the undersigned shall request in writing, but failure of the Bank to comply with any such request shall not of itself be deemed a failure to exercise reasonable care, and no failure of the Bank to preserve or protect any rights with respect to the Collateral against prior parties, or to do any act with respect to preservation of the Collateral not so requested by the undersigned, shall be deemed a failure to exercise reasonable care in the custody or preservation of Collateral.

The loan evidenced hereby has been made, and this Note has been delivered in and shall be governed by the laws of the State of Indiana. If this Note is not dated, when executed by the undersigned, the Bank is hereby authorized, without notice to the undersigned, to date this Note as of the date when the loan evidenced hereby is made. Wherever possible, each provision of this Note shall be interpreted in such manner as to be effective and valid under applicable law, but if any provision of this Note shall be prohibited by or invalid under such law, such provision shall be ineffective to the extent of such prohibition or invalidity, without invalidating the remainder of such provision or the remaining provisions of this Note.

ADDRESS
Adams
1700 ~~Adams~~ St. Gary, Indiana
46407

SIGNATURES
Neighborhood Action Institute
Robert W. Jackson
Robert W. Jackson

GARY, INDIANA

LD-1 C&J

ASSIGNMENT OF ACCOUNTS TO SECURE INDEBTEDNESS

TO: GARY NATIONAL BANK, Gary, Indiana

WHEREAS we, the undersigned, have heretofore made application to GARY NATIONAL BANK, Gary, Indiana, for a loan of money in the sum of $1866.68; and

WHEREAS we are the owners of the following accounts receivable and notes receivable:

NAME AND ADDRESS OF DEBTOR	**AMOUNT OF ACCOUNT**
Concentrated Employment Program 738 Broadway Gary, Indiana	$8,413.00

WHEREAS said Bank is willing to loan unto the undersigned the sum of $1,866.68, provided that each and all of the above accounts and notes receivable are assigned to said Bank as collateral security for the repayment of said loan;

NOW THEREFORE, for value received and for the purpose of securing the repayment of said loan at maturity and of any extension of renewal thereof, we, the undersigned, do hereby sell, assign, transfer and set over unto said Gary National Bank each and all of said accounts and notes receivable hereinabove set out, with full right, power and authority in and to said Bank to sue for, collect, receive and receipt for same, or any part thereof, and to apply the proceeds thereof, of any, on said indebtedness.

To further induce said Bank to accept the assignment of said accounts and notes receivable as collateral for said loan, we do hereby warrant that said accounts and notes receivable and each of them are valid and subsisting accounts and notes receivable and that there are no set-offs or counter-claims against either one or all of them.

As a part of this assignment we do hereby further agree to affix to each of said accounts and notes receivable proper legends, evidencing the assignment thereof to said Bank; and that in case we fail to so do, said Bank shall have the right to so affix such legends thereto.

It is further agreed that the provisions and representations on the reverse side of this instrument shall be and are a part hereof and are incorporated herein as fully as though written herein, and that all representations made herein are representations of facts made to induce said Gary National Bank to make said loan unto the undersigned.

DATED at Gary, Indiana, this 1st day of May, 19 69

Neighborhood Action Institute

by: Robert W. Jackson

GARY NATIONAL BANK
MAY 16 1969
GARY, INDIANA

STATE OF INDIANA)
) SS:
COUNTY OF LAKE)

Robert W. Jackson as director of Neighborhood Action Institute

each being separately and severally sworn on oath depose and say that I (we) are the owners of the Accounts Receivable and Notes Receivable set out in the above and foregoing assignment;

That same and each of them are genuine and bona fide Accounts Receivable and Notes Payable, that there are no set-offs nor counter claims as against any one or more outstanding.

This affidavit is made in order to induce Gary National Bank to loan to the undersigned certain sums of money more particularly set out in the attached above and foregoing assignment.

Witness our hands and seal this 1st day of May, 19 69

Robert W. Jackson

Subscribed and sworn to before me this 1st day of May 19 69

Gene Fillmon Gene Fillmon
Notary Public

My Commission Expires:
March 19, 1973

LD-46

We hereby acknowledge a copy of this assignment and agree to make payments of this account to Gary National Bank, Gary, Ind.

Concentrated Employment Program
by: Wallace White
Wallace White
Date

City of Gary, In diana
by: Maurice E Baptiste
Maurice Baptiste
Date:

PROVISIONS AND REPRESENTATIONS

(1) The Assignee does not, by acceptance of the collateral, assume any duty to collect all or any part of the account assigned to it.

(2) The Assignee is granted, and if it so elects may exercise power and authority to collect, sue for and receive, adjust, compromise, settle and fully discharge, in its own name or in the name of the Assignor, at the expense of the Assignor, any and every account described in the assignment of which this is made a part.

(3) The Assignee is authorized to endorse in the name of the Assignor all checks, drafts, orders, notes, and other instruments payable to the Assignor, which may come into the hands of the Assignee.

(4) The Assignee shall have the right to give notice to debtors and others of the existence of this assignment, and to require that payment of assigned accounts be made to the Assignee only.

(5) The Assignor represents that the assigned accounts represent bona fide indebtedness which the debtor therein named is under valid legal obligation to pay when due, and that none of said accounts is subject to any right of deduction, set-off or counter-claim, unless otherwise expressly stated on the face of this instrument.

(6) The Assignor represents that no account, nor any part thereof hereby assigned, is subject to any prior lien or assignment, and the Assignor agrees that it will ear-mark and segregate the within assigned accounts upon Assignor's records, so that the same may be readily identified as having been assigned hereby as collateral, and that the Assignor will not assign said accounts, or any of them, to any other Assignee while any part of the indebtedness secured hereunder remains unpaid.

(7) The Assignor agrees to collect said accounts at its own expense as agent for the Assignee, and to immediately deliver to the Assignee all proceeds so collected.

(8) The provisions and representations herein contained shall be for the benefit of the Assignee, its successors and assigns, and shall bind the Assignor and the Assignor's heirs, legal representatives successors and assigns.

⑦ Original order to be attached to the voucher filed with Purchasing Agent at Comptroller's Office

PLEASE FURNISH

Department of Purchase, City of Gary, Indiana

COMPTROLLER'S OFFICE, CITY HALL

To **NEIGHBORHOOD ACTION INSTITUTE**

Address **1700 ADAMS STREET GARY, INDIANA**

SHOW OUR P. O. NUMBER ON ALL PACKAGES AND INVOICES

P. O. No. **3361**

Reg. No.

Fund **90 Manpower CEP**

Department

Account No.

QUANTITY	UNIT	April 28,1969 DESCRIPTION	UNIT PRICE	TOTAL LIST	DISCOUNT	NET AMOUNT
		For sub-contractor's cost as per government contract				8413 13

This order issued in compliance with CHAPTER 99, ACTS 1945

TOTAL ORDER	8413 13
APPROPRIATION BALANCE	

I hereby certify that there is an unobligated balance in this appropriation sufficient to pay for the above order.

PLEASE RETAIN THIS COPY
FOR YOUR FILE AND FOR
INFORMATION CONCERNING
THIS PURCHASE ORDER.

Billing on this order must be according to prices shown above.

Ordered by

Maurice E. Baptiste
Purchasing Agent

I hereby certify that the above items have been received in good condition except as noted.

Date

For the Department

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 20
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

ACCOUNT NUMBER 535-591-2

STATEMENT DATE 05/29/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
9.44	4,382.83	20	1	8,413.13	1.59	4,038.15

CHECKS			DEPOSITS	DATE	BALANCE
113.97 ✓	113.97 ✓	125.96 ✓	8,413.13		
1,876.68 ✓				MAY 16	6,191.99
104.25 ✓				MAY 21	6,087.74
113.97 ✓	125.96 ✓	201.15 ✓		MAY 22	5,646.66
113.97 ✓				MAY 23	5,532.69
14.13 ✓	33.00 ✓	49.74 ✓			
74.00 ✓	132.53 ✓			MAY 26	5,229.29
44.72 ✓	675.00 ✓			MAY 27	4,509.57
180.00 ✓				MAY 28	4,329.57
49.90 ✓	113.97 ✓	125.96 ✓		MAY 29	4,039.74
1.59SC					4,038.15

CODES:

D.R. — DEBIT REVERSAL	L.S. — LIST OF CHECKS	R.T. — RETURNED CHECKS
C.R. — CREDIT REVERSAL	O.D. — OVER DRAWN	S.C. — SERVICE CHARGE
C.M. — CREDIT MEMO	D.M. — DEBIT MEMO	

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

$ W

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

130

CB-3

PAID
GARY NATIONAL BANK
71-145
GARY, INDIANA

May 16 1969 71-145/712

PAY TO THE ORDER OF Latanza Willis $ 113.97

One Hundred thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PDP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

131

PAID
GARY NATIONAL BANK
MAY 16 1969
71-145
GARY, INDIANA

KLM
M-12

May 16 1967 71-145/712

PAY TO THE ORDER OF Hector Lopez $ 113.97

One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PDP

W
49

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
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GARY, IND. 46407

132

PAID
GARY NATIONAL BANK
MAY 16 1969
71-145
GARY, INDIANA

CB-3

May 16 1969 71-145/712

PAY TO THE ORDER OF Frederick Minor $ 125 96

One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - PDP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

133

May 19 1969 71-145/712

PAY TO THE ORDER OF 3-M Business Products Sales, Inc. $ 33.00

Thirty-three and no/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000003300⑈

DELUXE CHECK PRINTERS - PDP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

134

PAID
GARY NATIONAL BANK
MAY 26 1969
71-145
GARY, INDIANA

May 19 1969 71-145/712

PAY TO THE ORDER OF 3M - Business Products Sales Inc $ 74 00

Seventy-four and 00/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

DELUXE CHECK PRINTERS - POP

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000007400⑈

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

137

PAID
GARY NATIONAL BANK
MAY 26 1969
71-145
GARY, INDIANA

May 19 1969 71-145/712

PAY TO THE ORDER OF IBM $ 14 13

Fourteen and 13/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Re.
2CN5202173

Robert W. Jackson

DELUXE CHECK PRINTERS - POP

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000001413⑈

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

138

PAID
GARY NATIONAL BANK
MAY 26 1969
71-145
GARY, INDIANA

May 19 1969 71-145/712

PAY TO THE ORDER OF 3M Business Products Sales Inc $ 132.53

One Hundred Thirty-two and 53/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

DELUXE CHECK PRINTERS - POP

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000013253⑈

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

139

PAID
GARY NATIONAL BANK
MAY 26 1969
71-145
GARY, INDIANA

May 19 1969 71-145/712

PAY TO THE ORDER OF 3M Business Products Sales Inc $ 49.74

Forty-Nine and 74/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

DELUXE CHECK PRINTERS - POP

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000004974⑈

C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

PAID
GARY NATIONAL BANK
MAY 21 1969
71-145

May 19 1969 71-145/712

PAY TO THE ORDER OF Gatlin Bros. $104 25

One Hundred Four and 25/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000010425⑈

DELUXE CHECK PRINTERS - POP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

141

PAID
GARY NATIONAL BANK
71-145
GARY, INDIANA

5/22 1969 71-145/712

PAY TO THE ORDER OF Illinois Bell Telephone $ 201.15

Two Hundred One and 15/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000020115⑈

DELUXE CHECK PRINTERS - POP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

143

MAY 22'69

PAID
GARY NATIONAL BANK
1969
71-145
GARY, INDIANA

May 19 1969 71-145/712

PAY TO THE ORDER OF Indiana Dept of Revenue $ 44 72

Forty-four and 72/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000004472⑈

DELUXE CHECK PRINTERS - POP

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144

PAID
GARY NATIONAL BANK
MAY 22 1969
71-145
GARY, INDIANA

May 19 1969 71-145/712

PAY TO THE ORDER OF 3M Business Products Sales Inc. $ 49 90

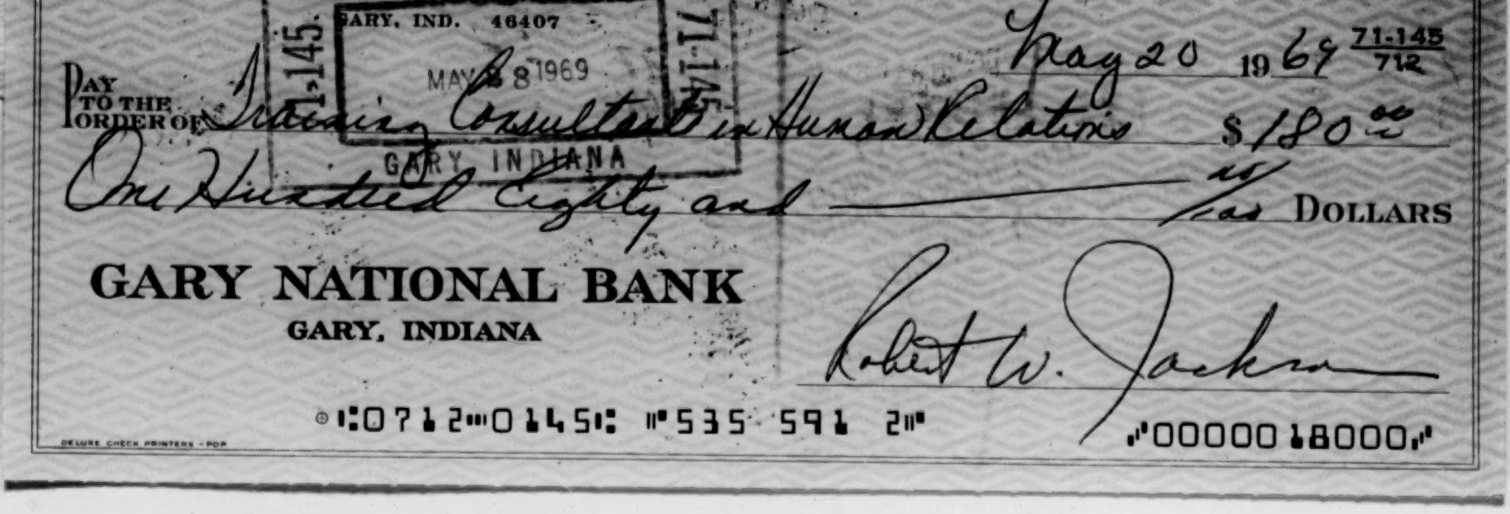
Forty-nine and 90/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000004990⑈

DELUXE CHECK PRINTERS - POP



GARY, IND. 46407

PAY TO THE ORDER OF Training Consultants in Human Relations — May 20 1969 — 71-145/712

$180.00

One Hundred Eighty and 00/100 DOLLARS

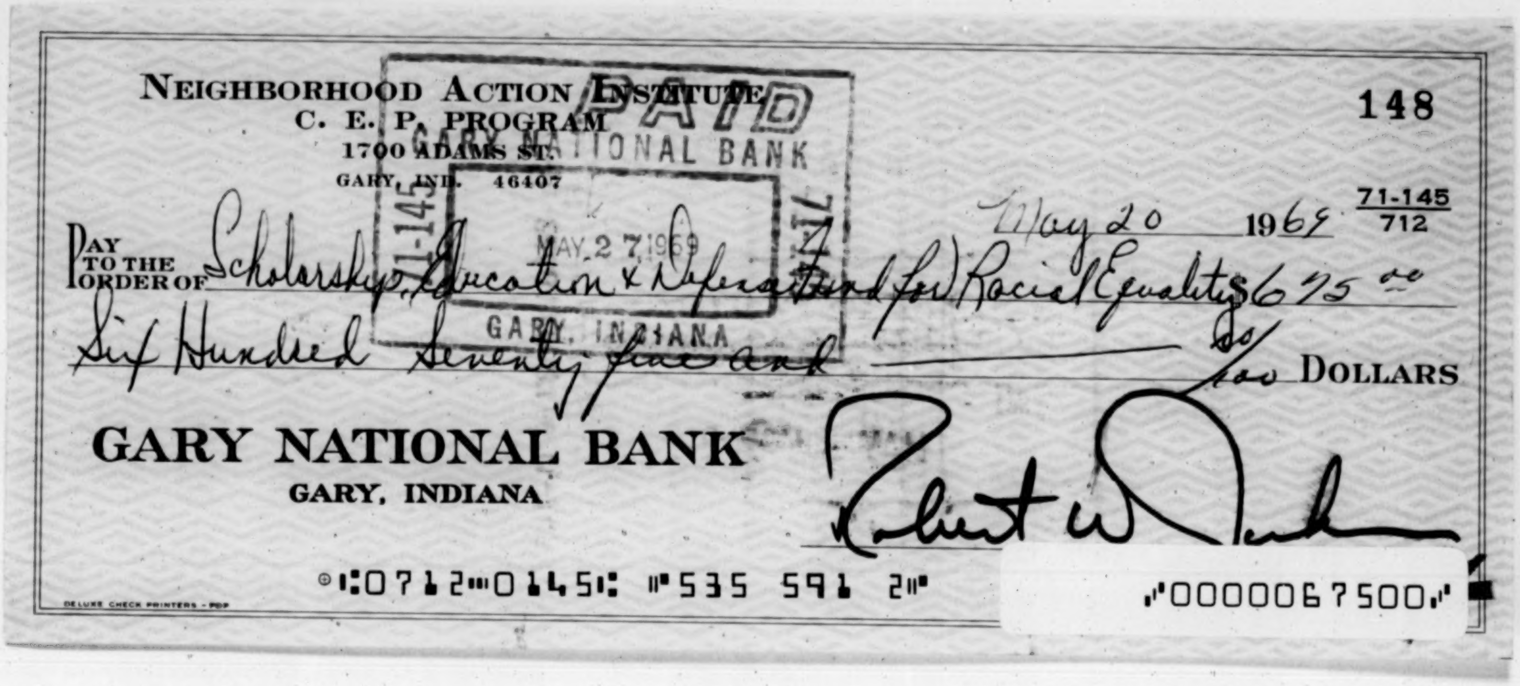
GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000018000⑈

DELUXE CHECK PRINTERS - POP

71-145 MAY 28 1969 71-145
GARY INDIANA



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1700 ADAMS ST.
GARY, IND. 46407

148

PAID
GARY NATIONAL BANK
71-145 MAY 27 1969 71-145
GARY INDIANA

May 20 1969 — 71-145/712

PAY TO THE ORDER OF Scholarship, Education & Defense Fund for Racial Equality — $675.00

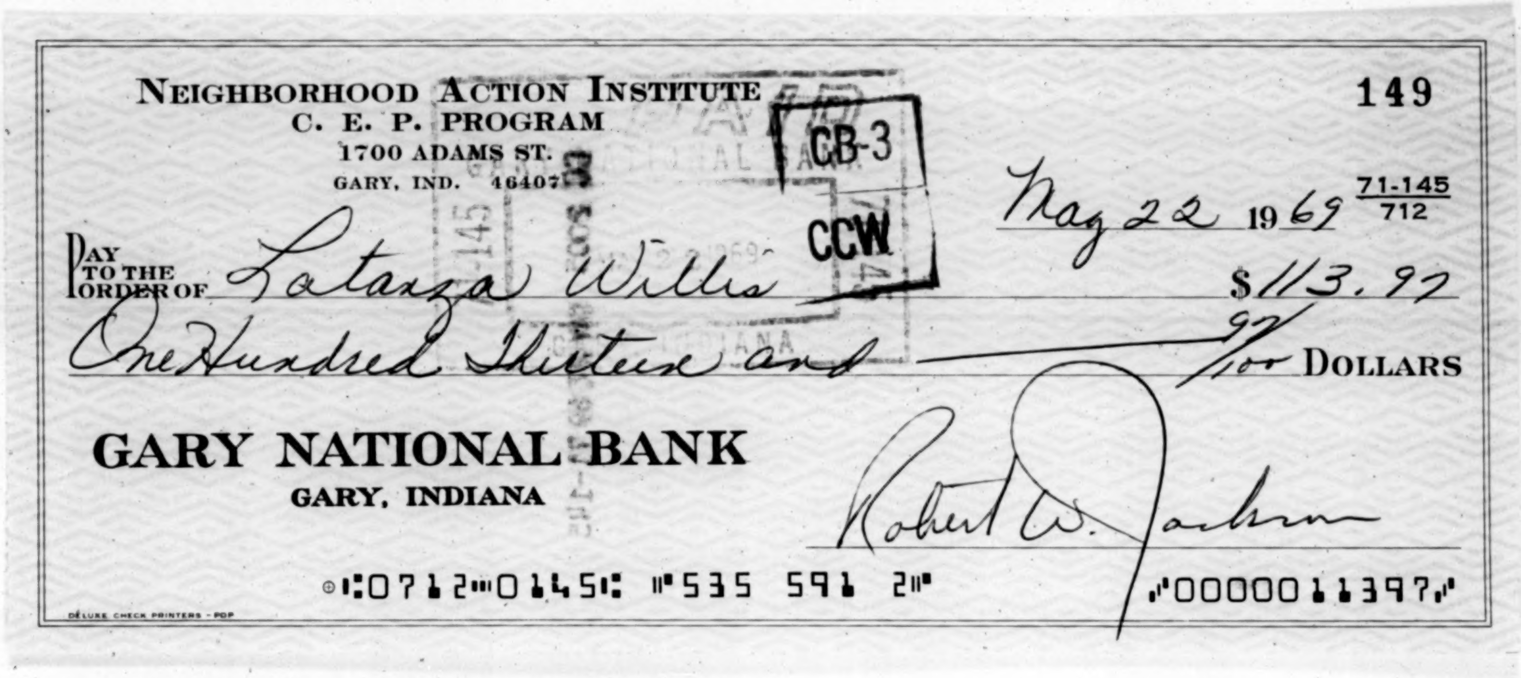
Six Hundred Seventy five and 00/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000067500⑈

DELUXE CHECK PRINTERS - POP



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C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

149

CB-3
CCW

May 22 1969 — 71-145/712

PAY TO THE ORDER OF Latanza Willis — $113.97

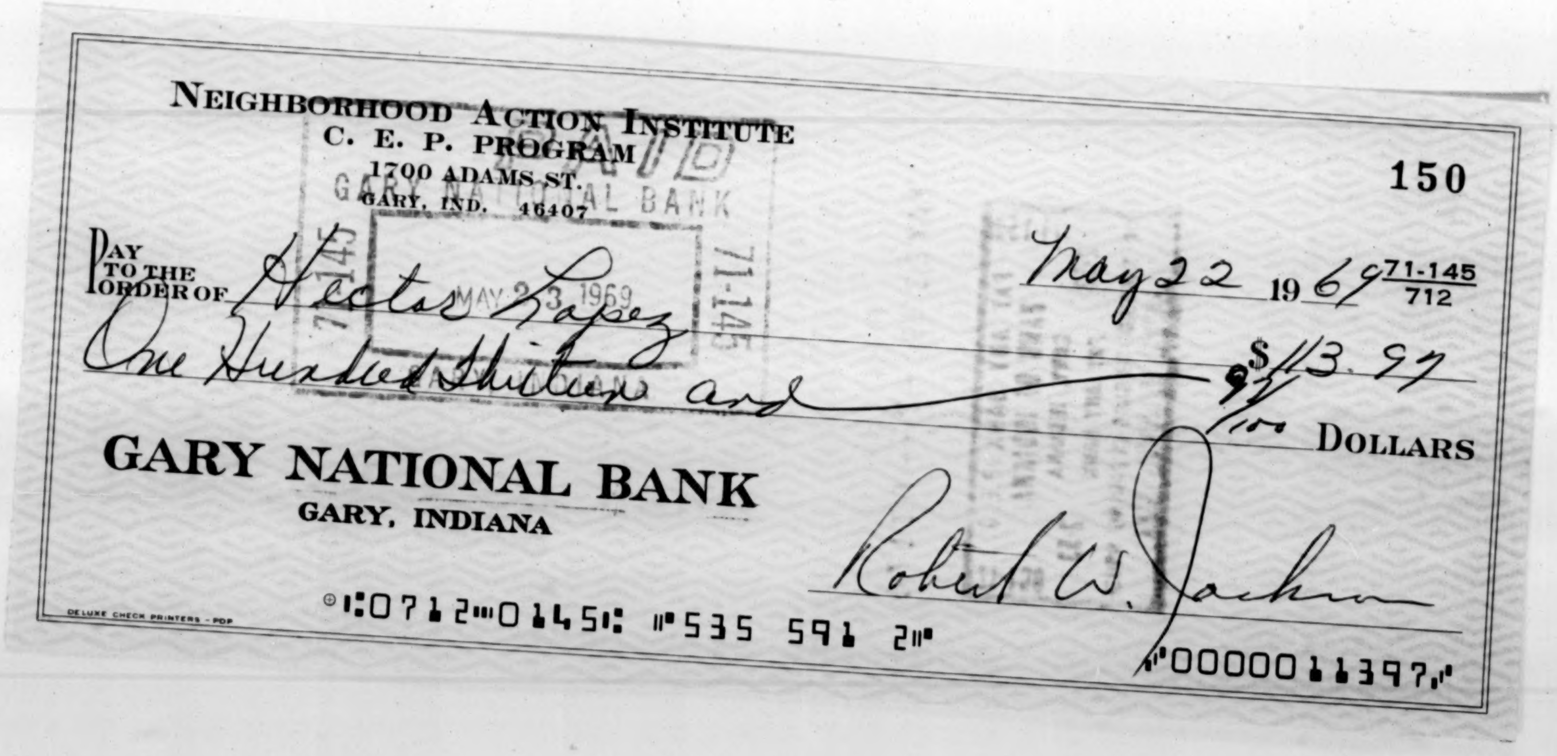
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - POP



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1700 ADAMS ST.
GARY, IND. 46407

150

PAID
GARY NATIONAL BANK
71-145 MAY 23 1969 71-145

May 22 1969 — 71-145/712

PAY TO THE ORDER OF Hector Lopez — $113.97

One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - POP

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1700 ADAMS ST.
GARY, IND. 46407

151

PAID GARY NATIONAL BANK GB-3 CCW

May 22 1969 71-145/712

PAY TO THE ORDER OF Frederick Minor $125.96

One Hundred Twenty five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - PDP

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C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

152

PAID GARY NATIONAL BANK GB-3 CCW

May 29, 1969 71-145/712

PAY TO THE ORDER OF Latanza Willis $113.97

One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PDP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

154

PAID GARY NATIONAL BANK MAY 29 1969 GARY, INDIANA GB-3 CCW

May 29, 1969 71-145/712

PAY TO THE ORDER OF Frederick Minor $125.96

One Hundred Twenty five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - PDP

LA 2

GARY NATIONAL BANK
GARY, INDIANA
MEMORANDUM CHECK

CHARGE Neighborhood Action Inst. # 535-591-2 $ 1876 68

Eighteen Hundred Seventy Six and 68/00 DOLLARS

PARTICULARS To pay R&D #112745 princ - 1866 68 Int - 10 00
per instructions WRL

Gary, Indiana 5-16 1969. ASST Cashier ~~Vice Pres.~~

GB-4

⑈535591 2⑈ 90⑈0000187668⑈

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 4
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 06/18/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
617.36	228.45	4			.61	388.30

CHECKS	DEPOSITS	DATE	BALANCE
50.00		MAY 22	567.36
33.45		MAY 29	533.91
30.00		JUN 2	503.91
115.00		JUN 4	388.91
.61 SC			388.30

CODES:

- D.R. — DEBIT REVERSAL
- C.R. — CREDIT REVERSAL
- C.M. — CREDIT MEMO
- L.S. — LIST OF CHECKS
- O.D. — OVER DRAWN
- D.M. — DEBIT MEMO
- R.T. — RETURNED CHECKS
- S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 19
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

ACCOUNT NUMBER 535-591-2

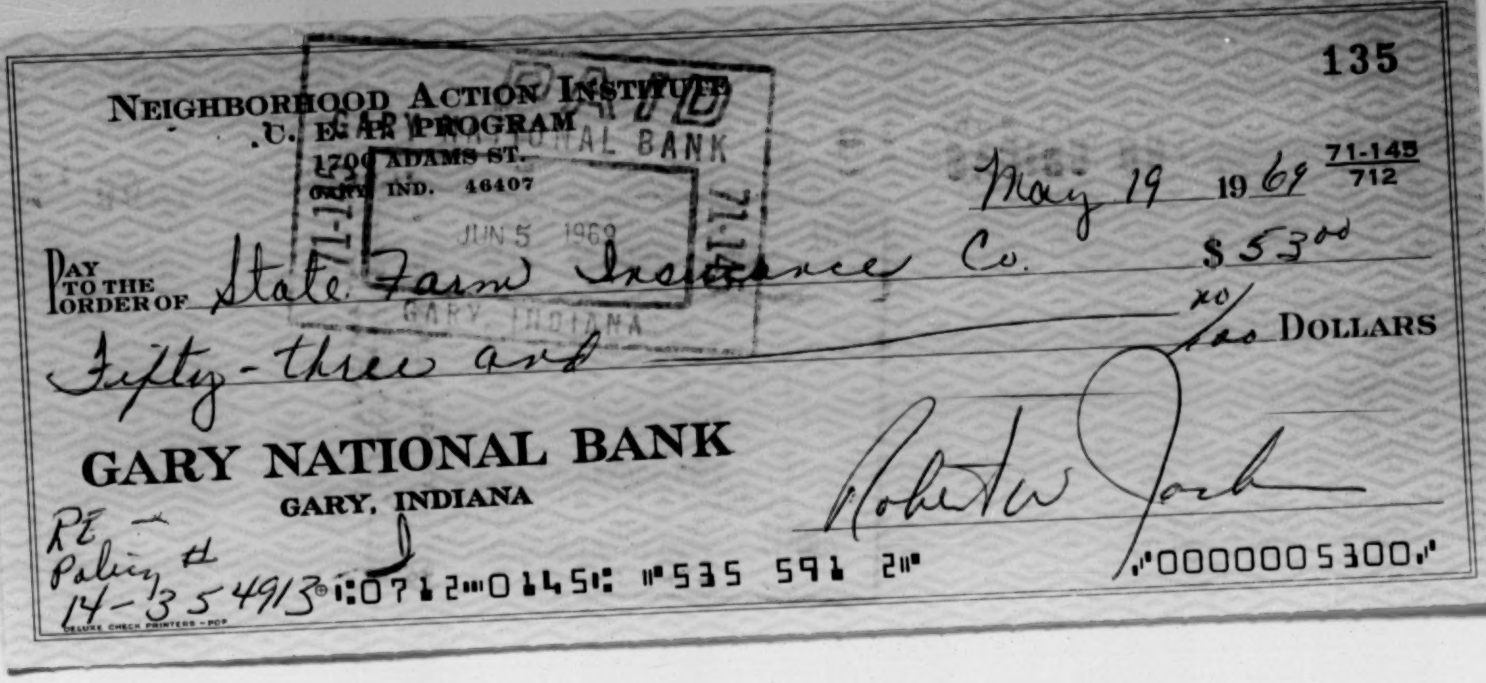
STATEMENT DATE 06/30/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
4,038.15	2,692.09	19			.00	1,346.06

CHECKS			DEPOSITS	DATE	BALANCE
703.11				JUN 4	3,335.04
53.00	113.97	300.36		JUN 5	2,867.71
67.56	113.97	113.97		JUN 6	2,572.21
113.97	125.96			JUN 11	2,332.28
100.30				JUN 12	2,231.98
113.97				JUN 16	2,118.01
66.87				JUN 17	2,051.14
43.00	68.25			JUN 18	1,939.89
113.97	125.96			JUN 20	1,699.96
113.97				JUN 24	1,585.99
113.97	125.96			JUN 26	1,346.06

CODES:
D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO
L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO
R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.



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C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

135

PAID
GARY NATIONAL BANK
JUN 5 1969
GARY, INDIANA
71-145

May 19 1969 71-145/712

PAY TO THE ORDER OF State Farm Insurance Co. $ 53⁰⁰

Fifty-three and xx/100 DOLLARS

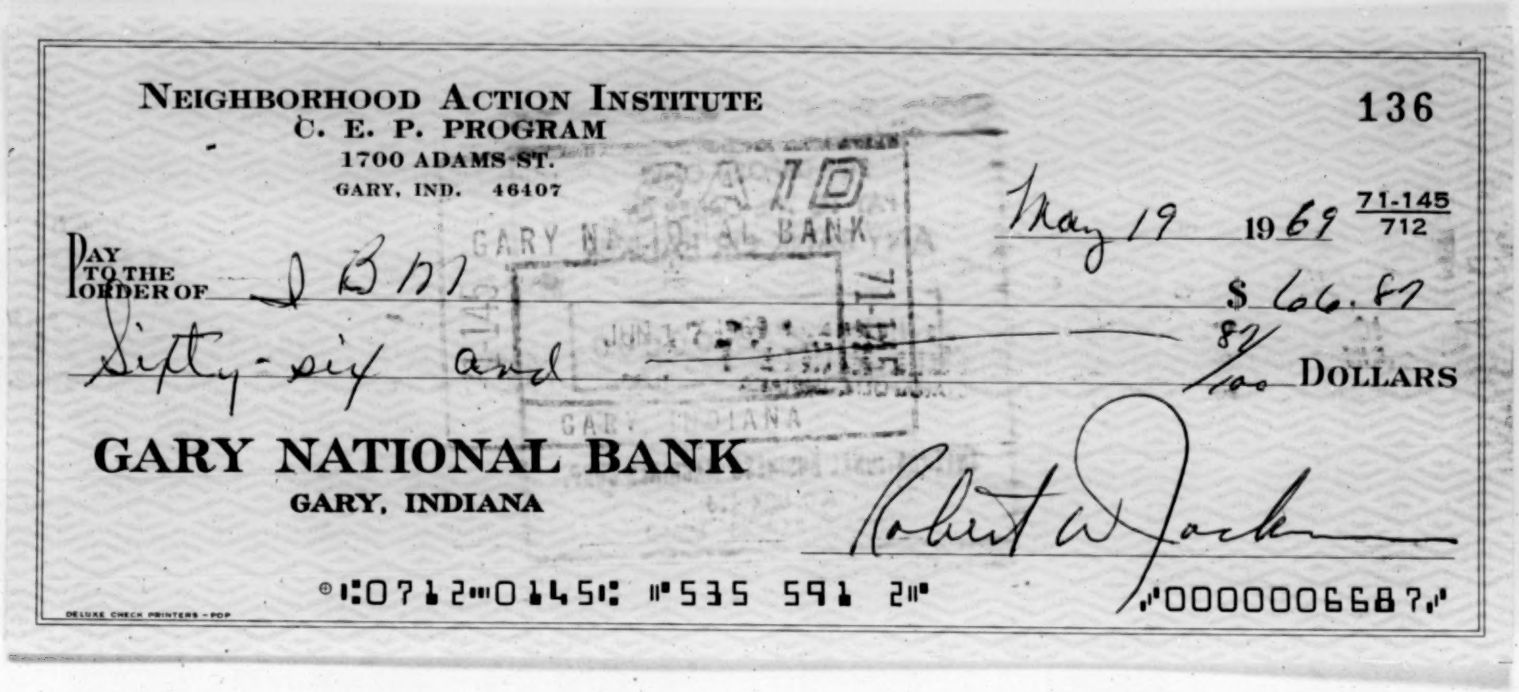
GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

RE –
Policy #
14-354913

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000005300⑈

DELUXE CHECK PRINTERS – POP



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1700 ADAMS ST.
GARY, IND. 46407

136

PAID
GARY NATIONAL BANK
JUN 17 1969
GARY, INDIANA
71-145

May 19 1969 71-145/712

PAY TO THE ORDER OF I B M $ 66.87

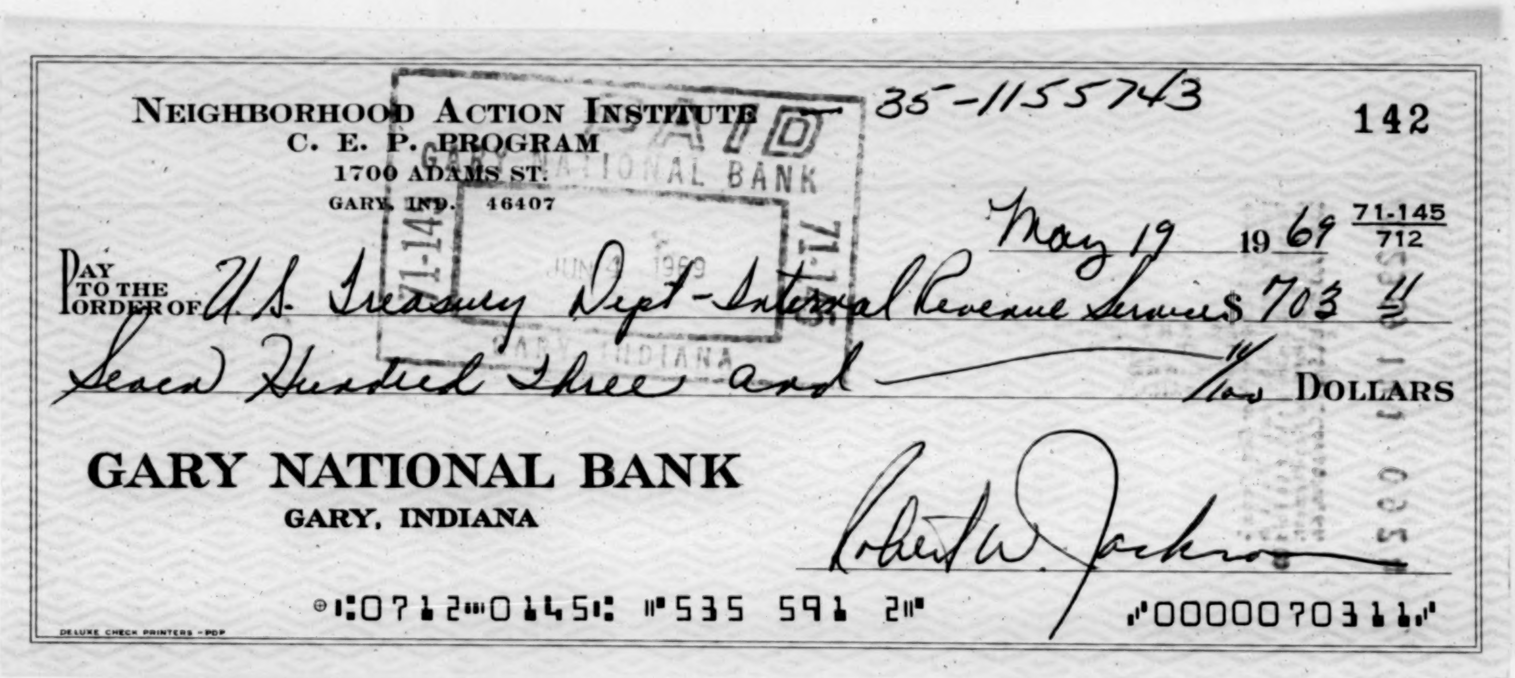
Sixty-six and 87/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000006687⑈

DELUXE CHECK PRINTERS – POP



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

35-1155743

142

PAID
GARY NATIONAL BANK
JUN 4 1969
GARY, INDIANA
71-145

May 19 1969 71-145/712

PAY TO THE ORDER OF U.S. Treasury Dept-Internal Revenue Service $ 703 11/100

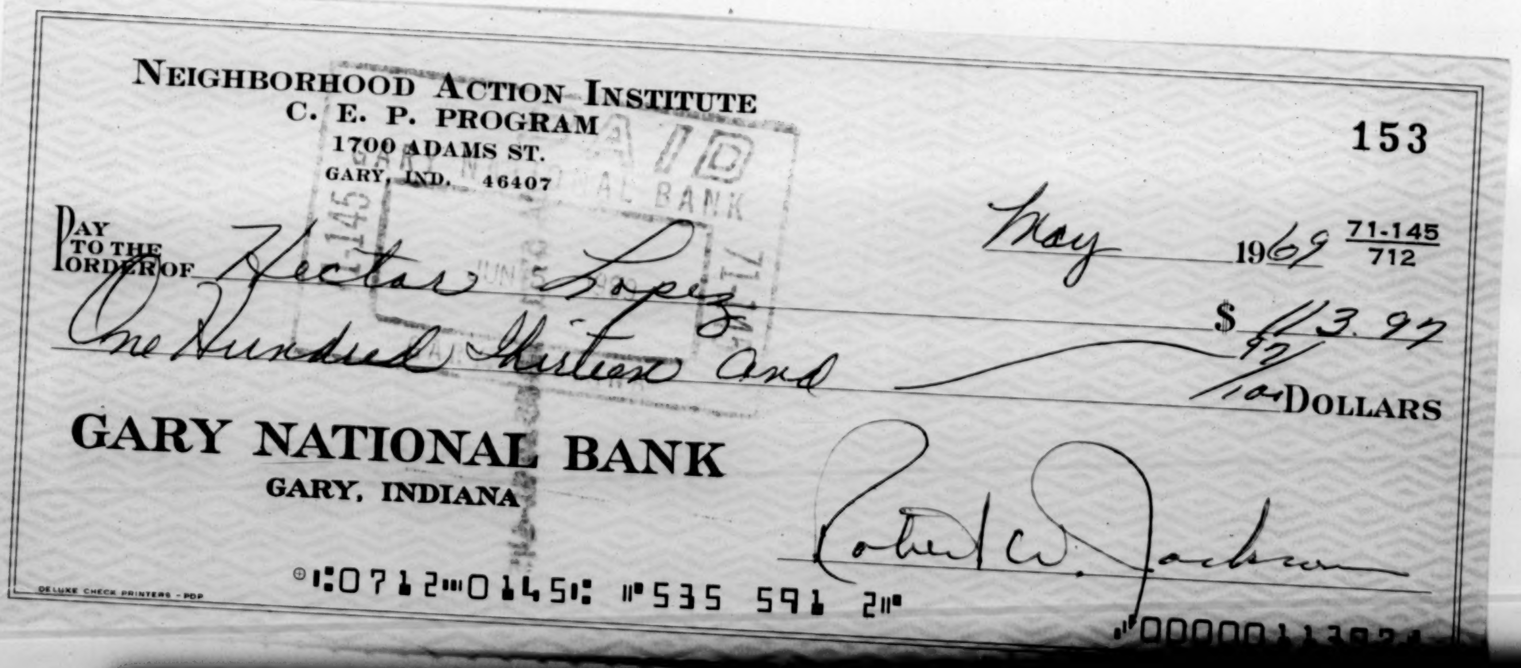
Seven Hundred Three and 11/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000070311⑈

DELUXE CHECK PRINTERS – POP



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GARY, IND. 46407

153

PAID
GARY NATIONAL BANK
JUN 5
71-145

May 1969 71-145/712

PAY TO THE ORDER OF Hector Lopez

$ 113.97

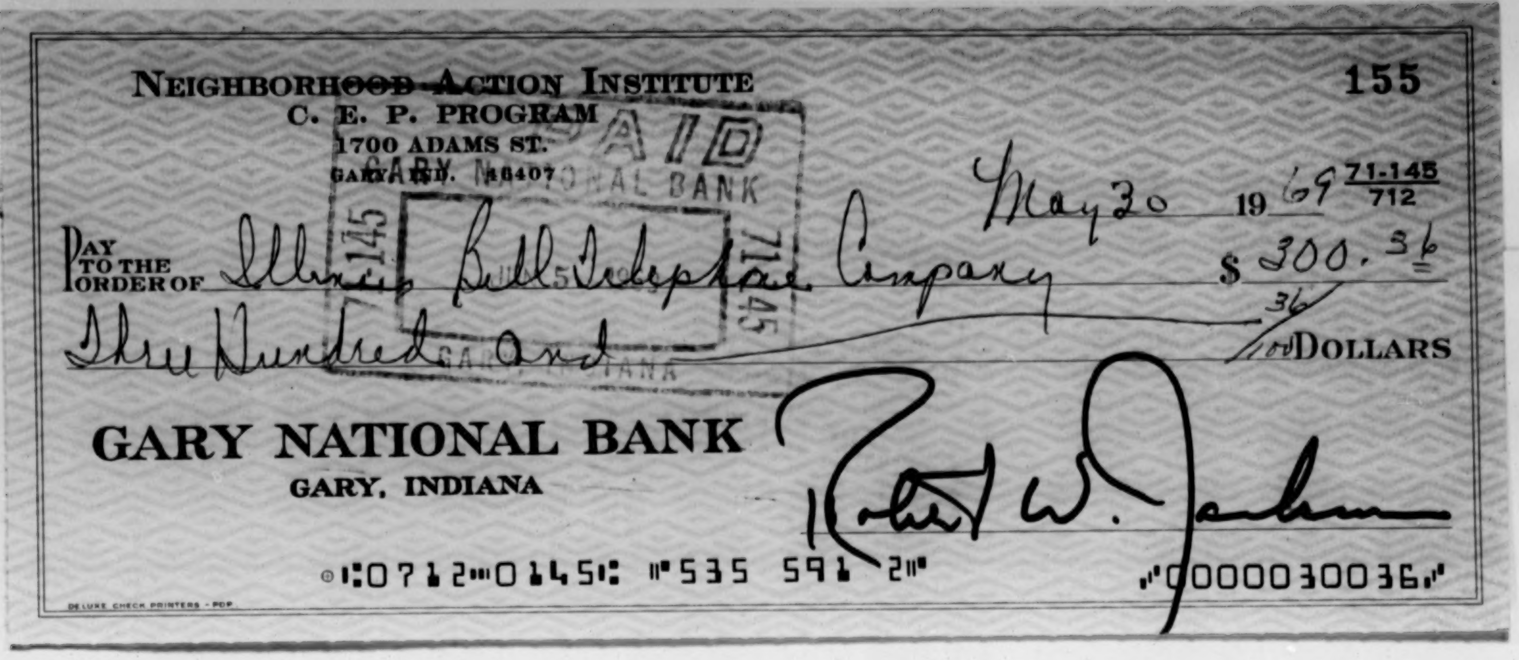
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000011

DELUXE CHECK PRINTERS – POP



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1700 ADAMS ST.
GARY, IND. 46407

155

PAID
GARY NATIONAL BANK
71-145
JUN 5 1969
GARY, INDIANA

May 30 19 69 71-145/712

PAY TO THE ORDER OF Illinois Bell Telephone Company $ 300.36

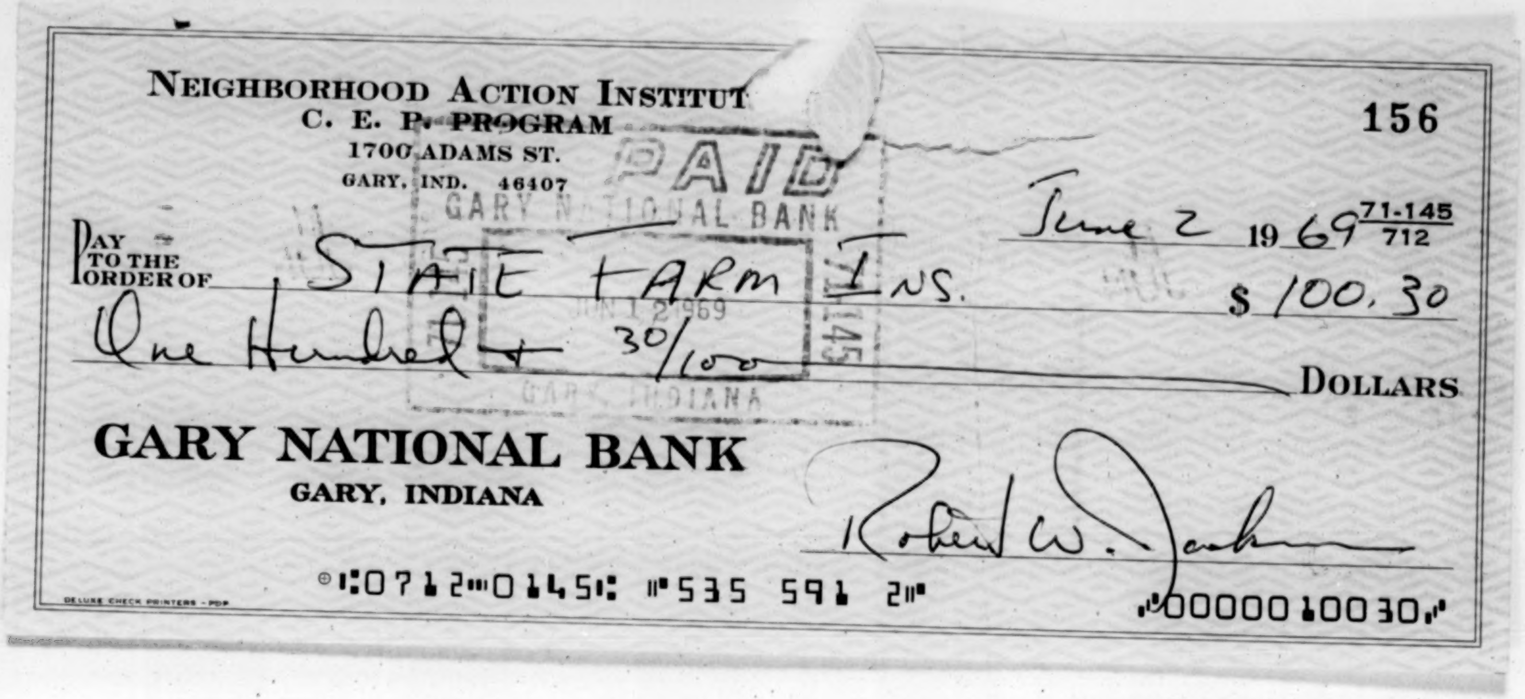
Three Hundred and 36/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000030036⑈

DELUXE CHECK PRINTERS - PDP



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C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

156

PAID
GARY NATIONAL BANK
71-145
JUN 12 1969
GARY, INDIANA

June 2 19 69 71-145/712

PAY TO THE ORDER OF STATE FARM INS. $ 100.30

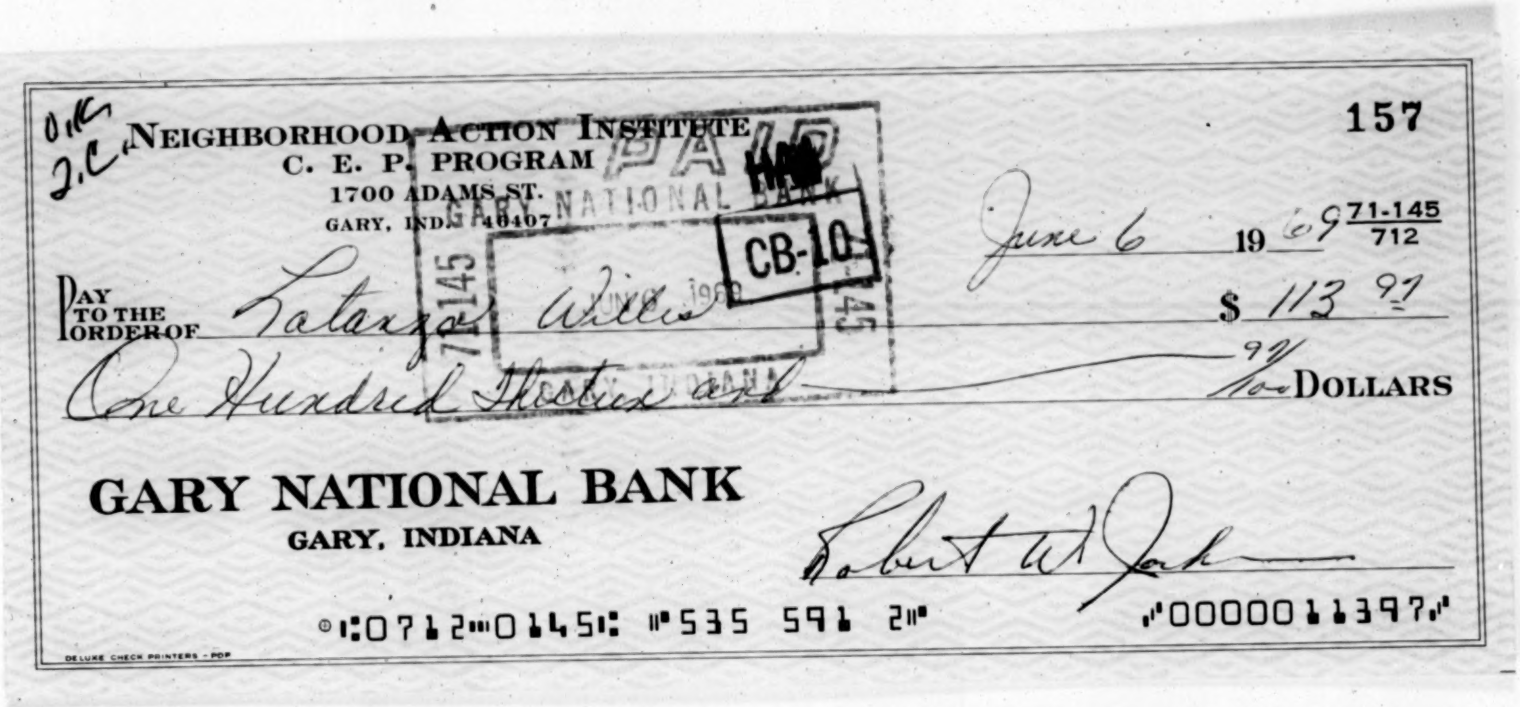
One Hundred + 30/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000010030⑈

DELUXE CHECK PRINTERS - PDP



O.K.
J.C.

NEIGHBORHOOD ACTION INSTITUTE
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1700 ADAMS ST.
GARY, IND. 46407

157

PAID
GARY NATIONAL BANK
71-145
JUN [illegible] 1969
GARY, INDIANA

CB-10

June 6 19 69 71-145/712

PAY TO THE ORDER OF Latanza Willis $ 113 97

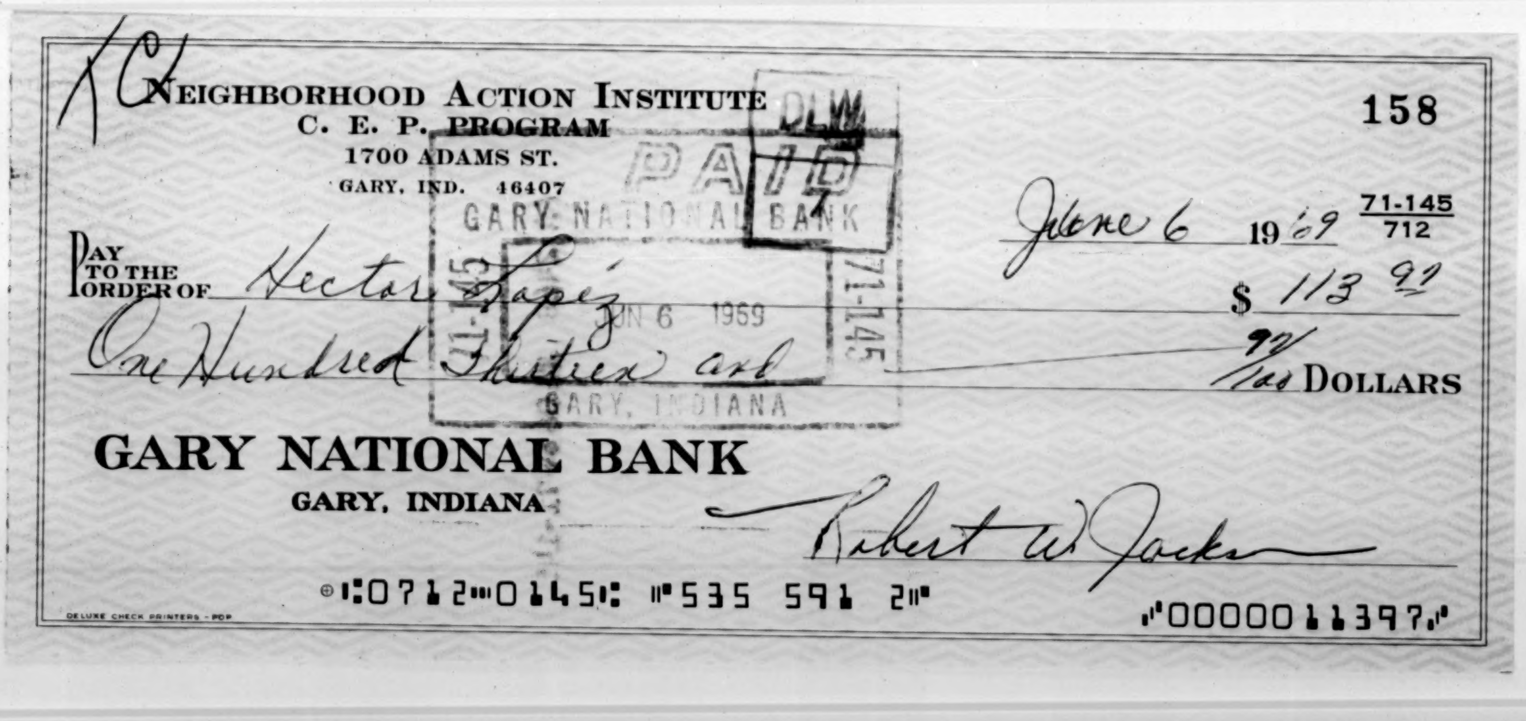
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PDP



KC

NEIGHBORHOOD ACTION INSTITUTE
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1700 ADAMS ST.
GARY, IND. 46407

158

PAID
GARY NATIONAL BANK
71-145
JUN 6 1969
GARY, INDIANA

DLW

June 6 19 69 71-145/712

PAY TO THE ORDER OF Hector Lopez $ 113 97

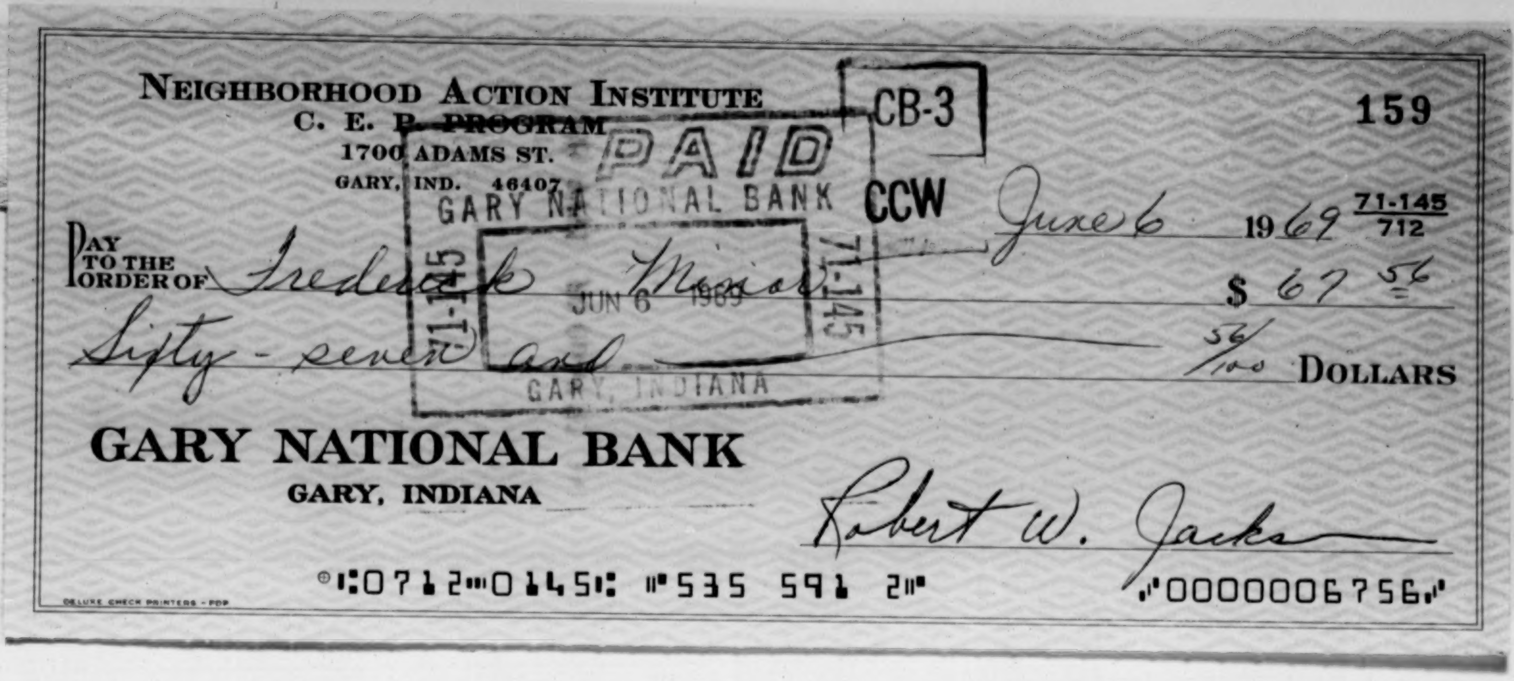
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PDP



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C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

159

CB-3
CCW

PAID
GARY NATIONAL BANK
JUN 6 1969
71-145
GARY, INDIANA

June 6 1969 71-145/712

PAY TO THE ORDER OF Frederick Minor $ 67 56/=

Sixty-seven and 56/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000006756⑇

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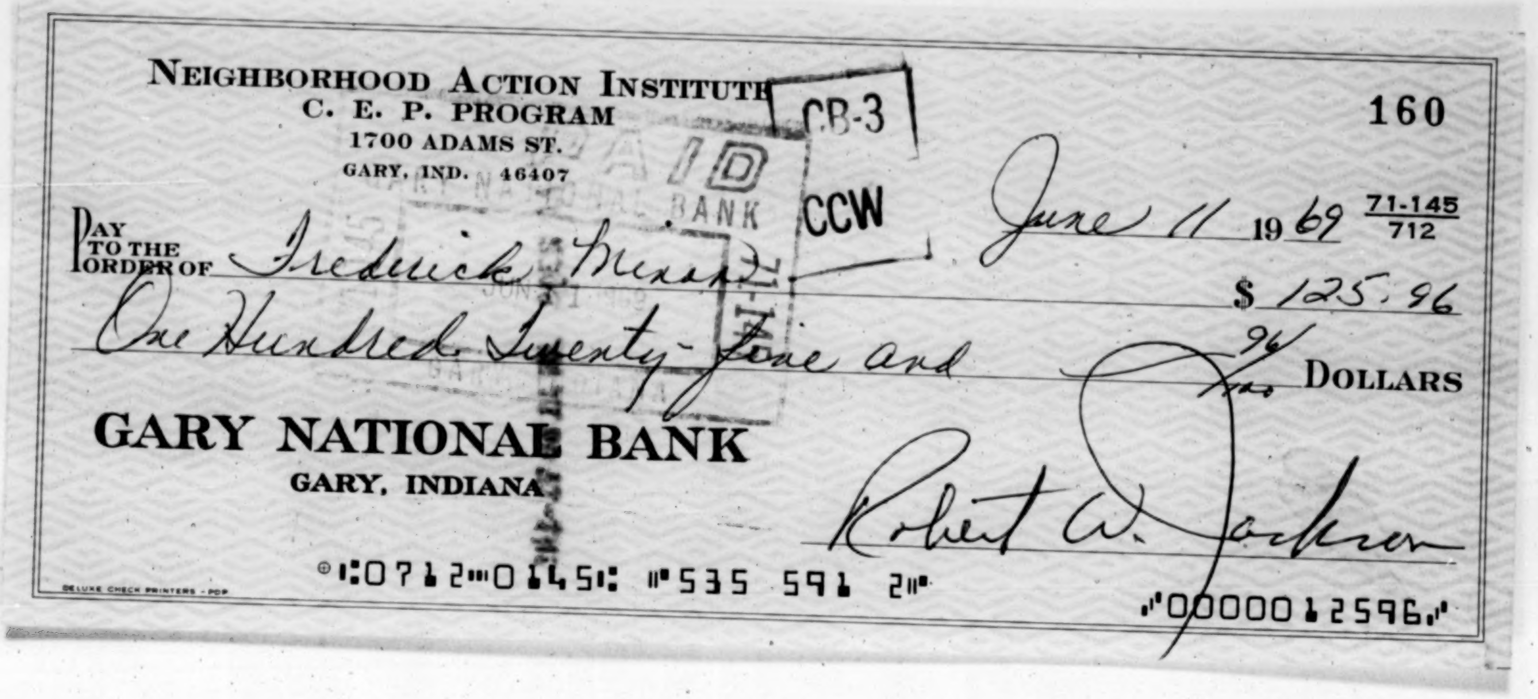

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1700 ADAMS ST.
GARY, IND. 46407

160

CB-3
CCW

PAID
BANK

June 11 1969 71-145/712

PAY TO THE ORDER OF Fredrick Minard $ 125.96

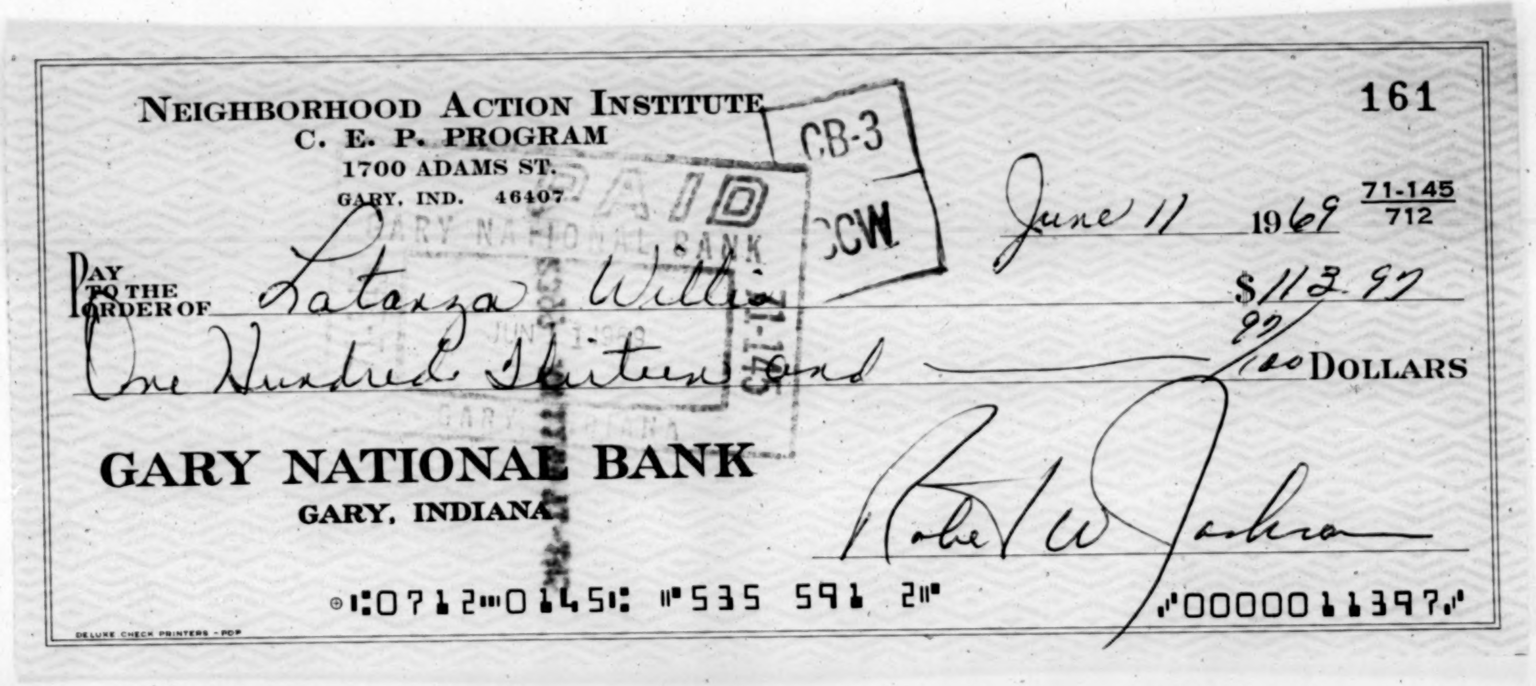
One Hundred Twenty-Five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000012596⑇

DELUXE CHECK PRINTERS - PDP



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GARY, IND. 46407

161

CB-3
CCW

PAID
GARY NATIONAL BANK

June 11 1969 71-145/712

PAY TO THE ORDER OF Latarza Willi $113.97

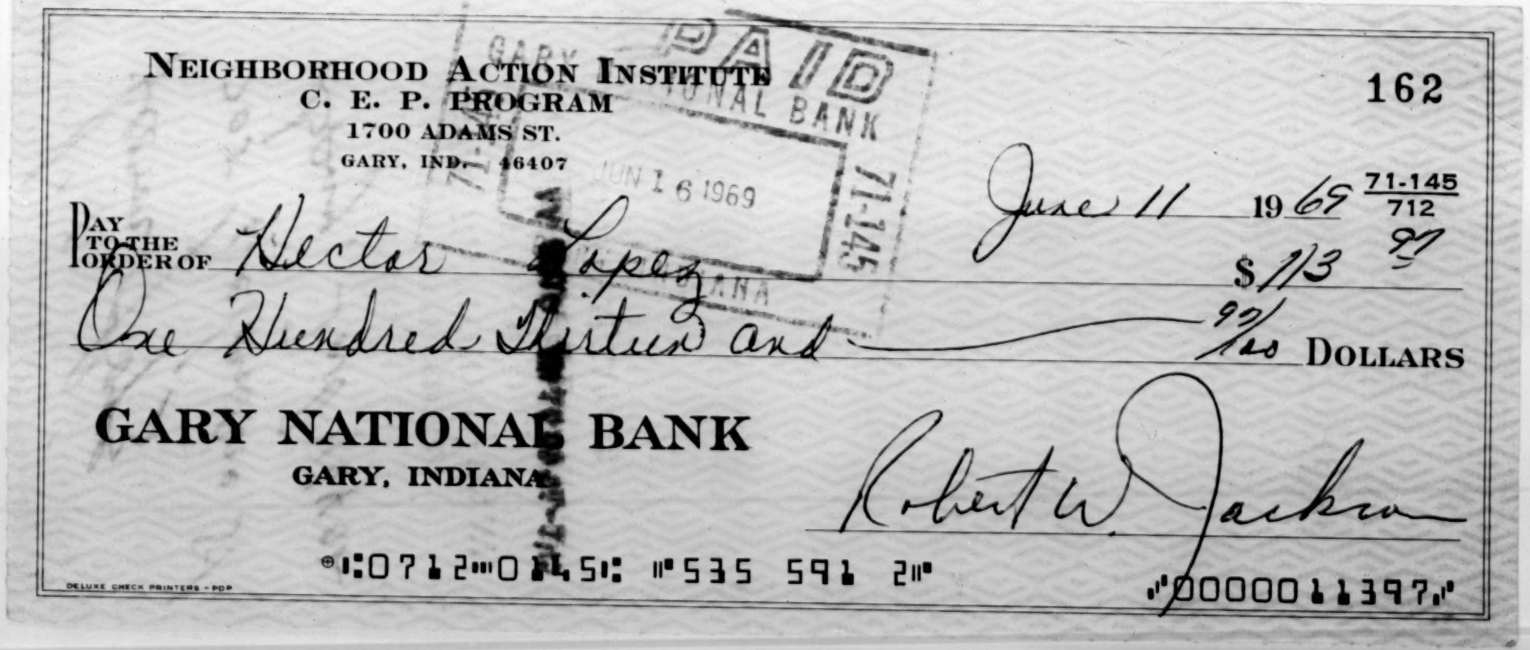
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000011397⑇

DELUXE CHECK PRINTERS - PDP



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GARY, IND. 46407

162

PAID
GARY NATIONAL BANK
JUN 1 6 1969
71-145

June 11 1969 71-145/712

PAY TO THE ORDER OF Hector Lopez $113 97

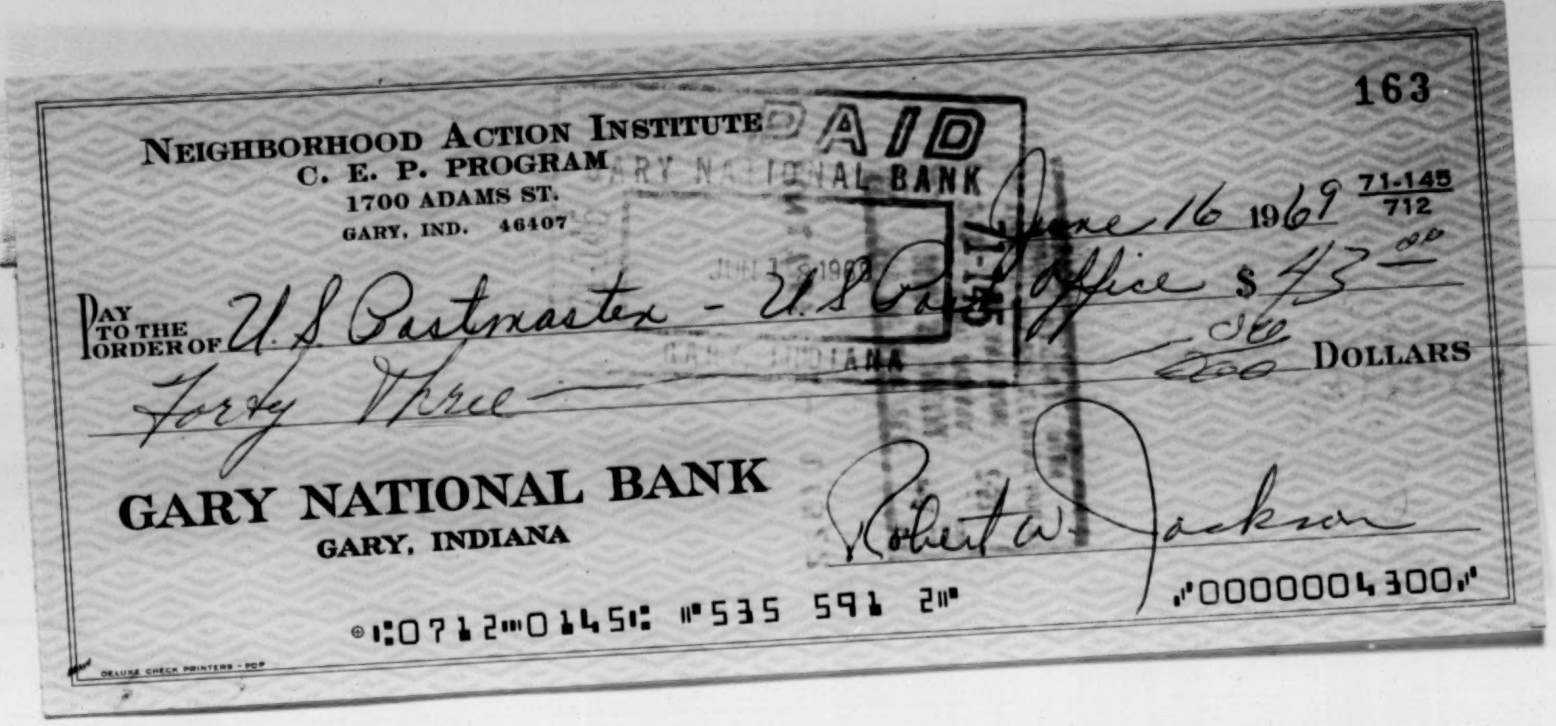
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000011397⑇

DELUXE CHECK PRINTERS - PDP



163

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GARY, IND. 46407

PAID
GARY NATIONAL BANK
JUN 1[illegible] 1969
GARY, INDIANA
71-145

June 16 1969 71-145/712

PAY TO THE ORDER OF U.S. Postmaster - U.S. Post Office $43.00

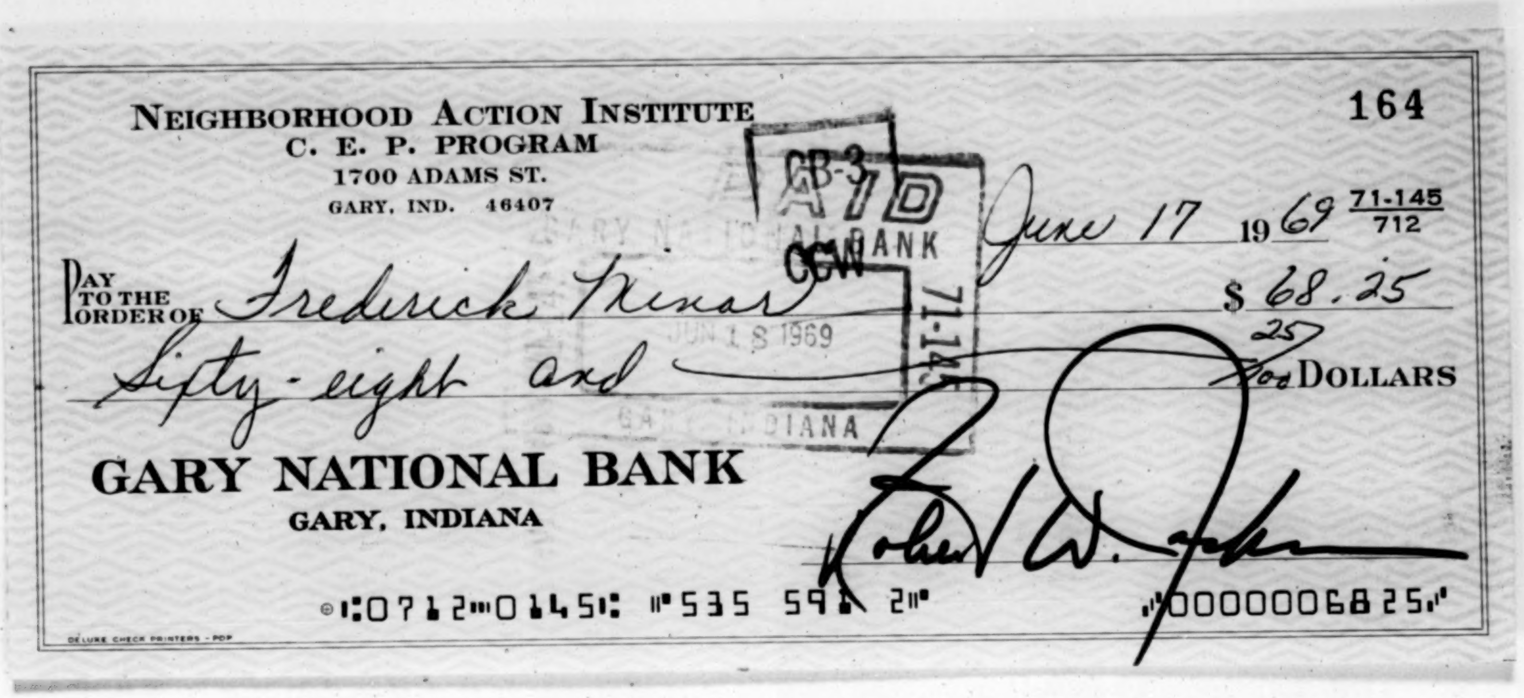
Forty Three 00/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000004300⑈

DELUXE CHECK PRINTERS - PDP



164

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GARY, IND. 46407

CB-3
CCW

PAID
GARY NATIONAL BANK
JUN 1 8 1969
GARY, INDIANA
71-145

June 17 1969 71-145/712

PAY TO THE ORDER OF Frederick Minar $68.25

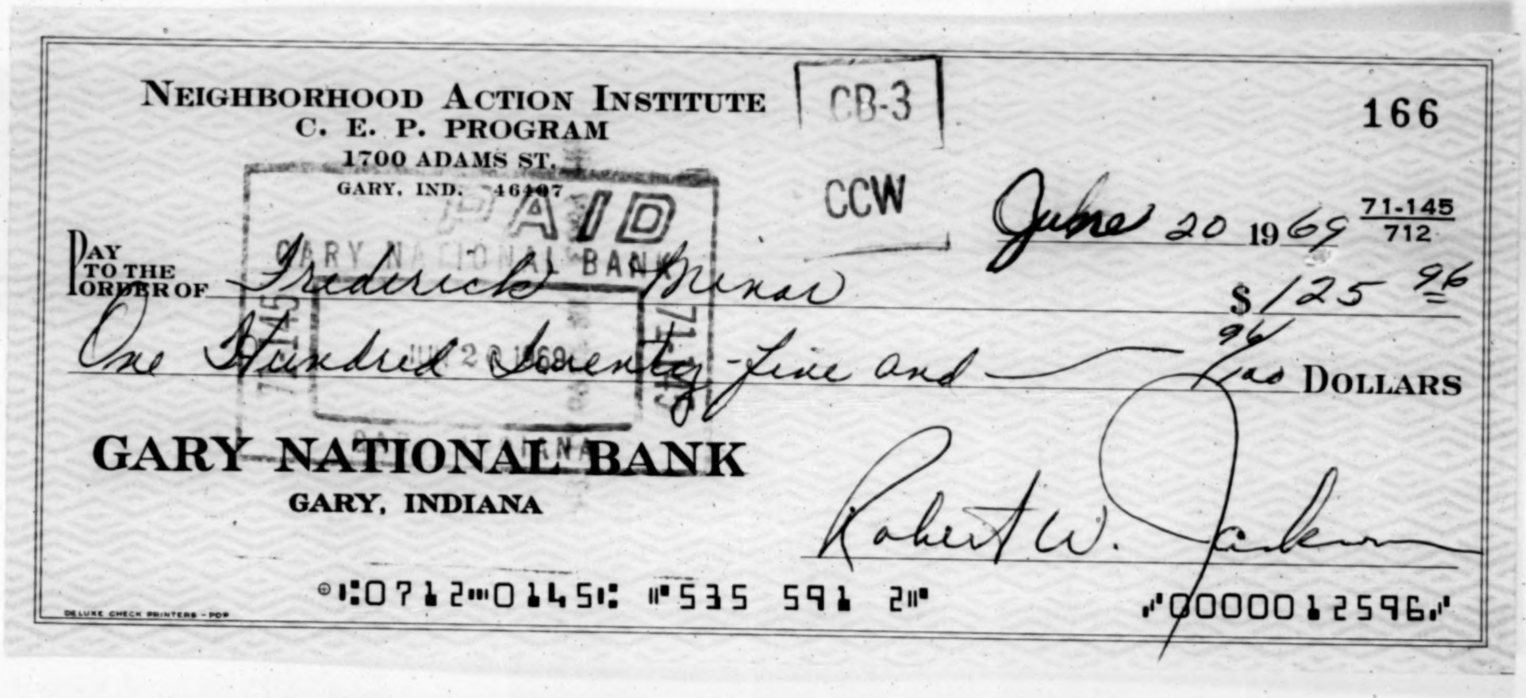
Sixty-eight and 25/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000006825⑈

DELUXE CHECK PRINTERS - PDP



166

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CB-3
CCW

PAID
GARY NATIONAL BANK
JUN 2[illegible]
GARY, INDIANA
71-145

June 20 1969 71-145/712

PAY TO THE ORDER OF Frederick Minar $125.96

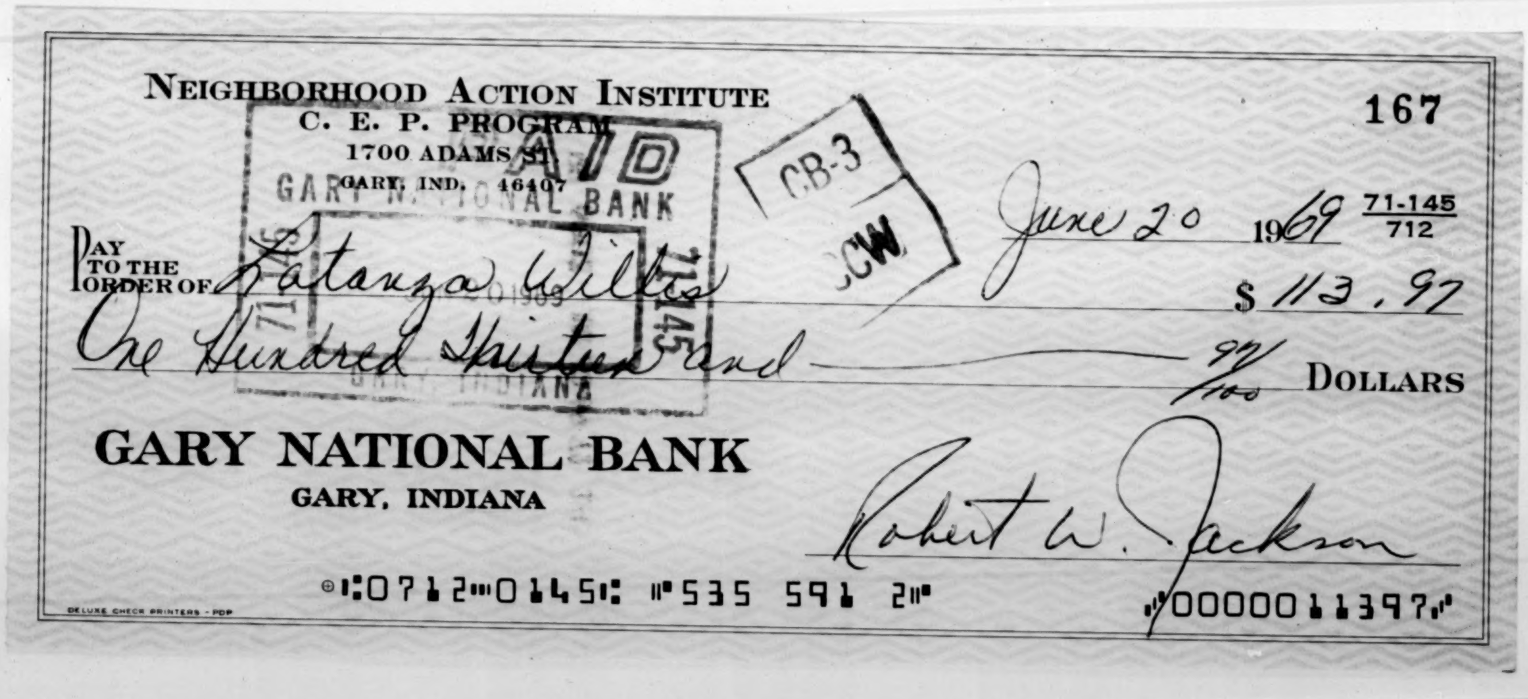
One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - PDP



167

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GARY, IND. 46407

PAID
GARY NATIONAL BANK
[illegible] 1969
GARY, INDIANA
71-145

CB-3
CCW

June 20 1969 71-145/712

PAY TO THE ORDER OF Latanza Willis $113.97

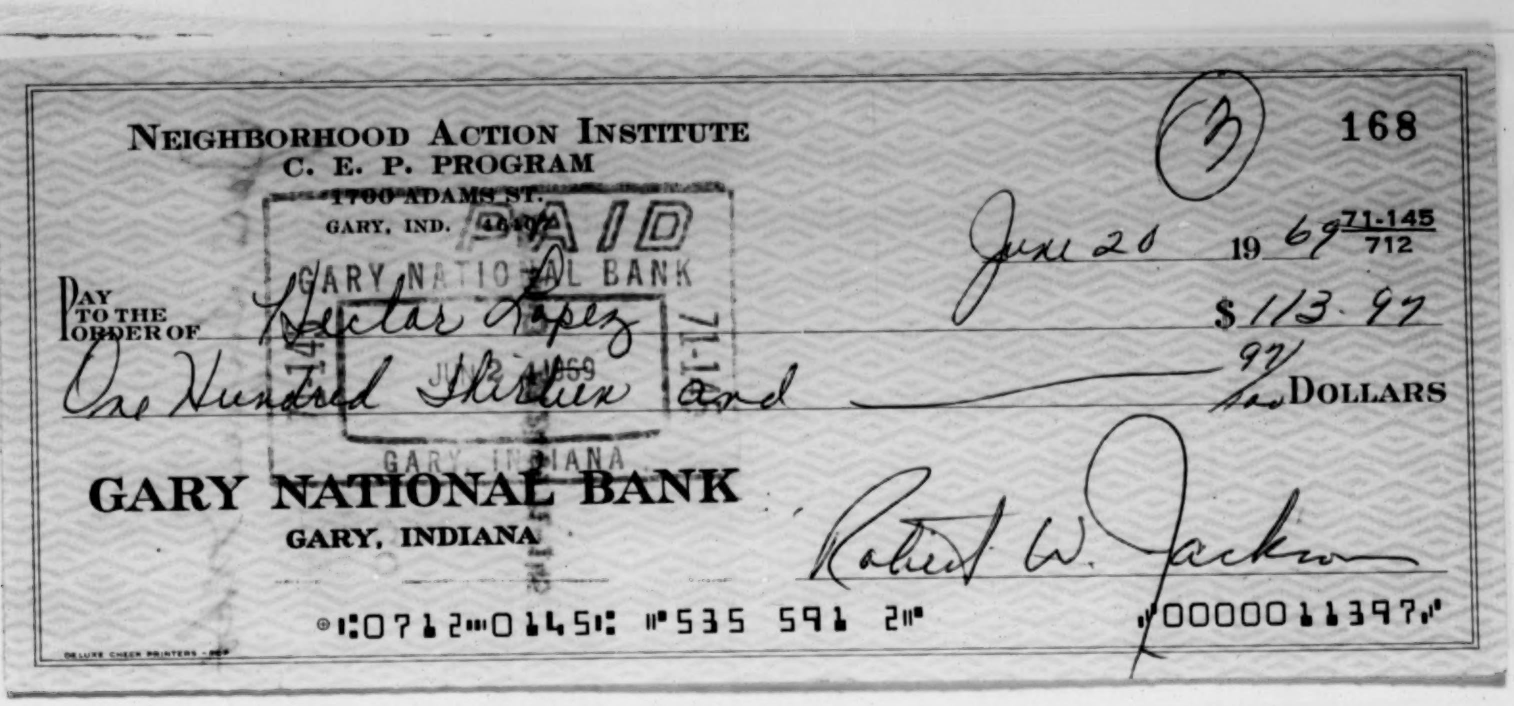
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PDP



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C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

(3)

168

June 20 1969 71-145/712

PAY TO THE ORDER OF Hector Lopez $113.97

One Hundred Thirteen and 97/100 DOLLARS

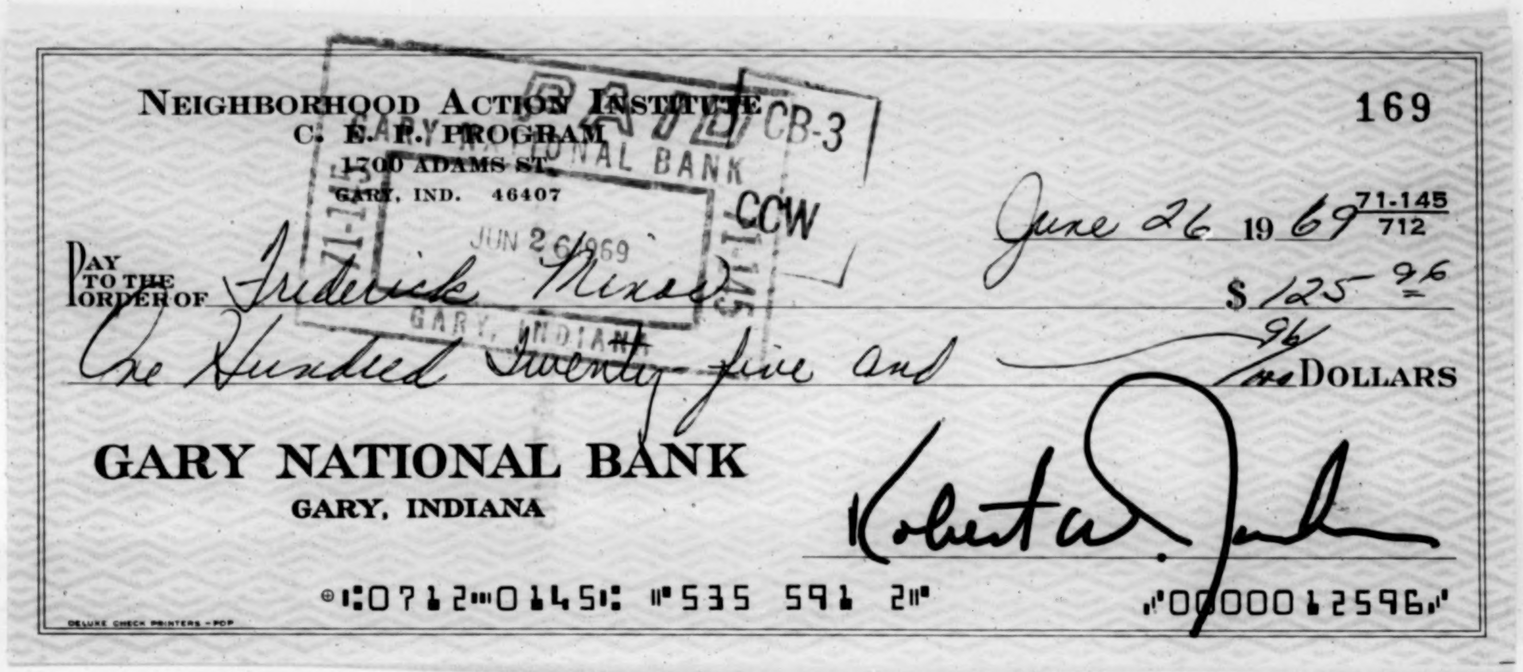
PAID
GARY NATIONAL BANK
JUN 2? 1969
GARY, INDIANA
71-145

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑉0000011397⑉

DELUXE CHECK PRINTERS - POP



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1700 ADAMS ST.
GARY, IND. 46407

169

June 26 1969 71-145/712

PAY TO THE ORDER OF Frederick Mixon $125.96

One Hundred Twenty-five and 96/100 DOLLARS

PAID
GARY NATIONAL BANK
JUN 26 1969
GARY, INDIANA
71-145

CB-3

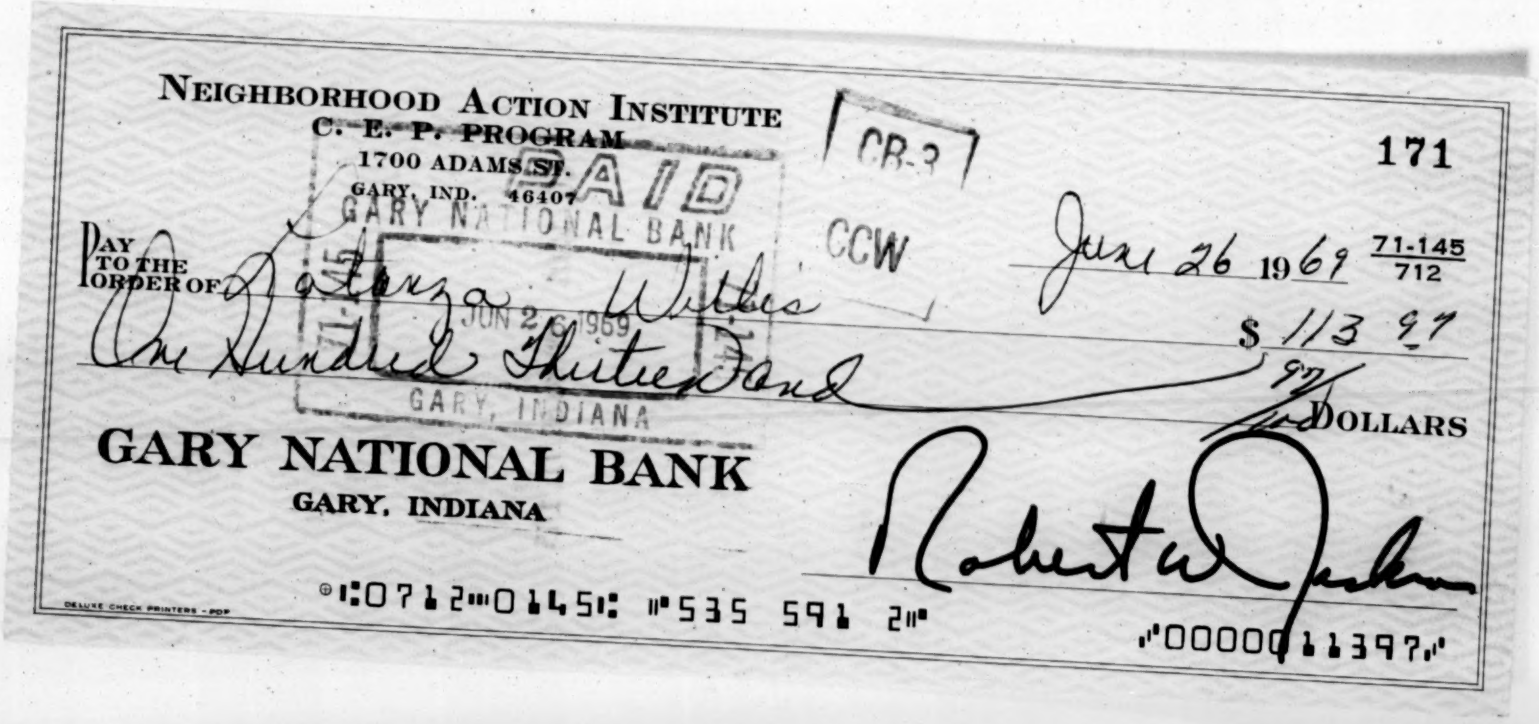
CCW

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑉0000012596⑉

DELUXE CHECK PRINTERS - POP



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

171

June 26 1969 71-145/712

PAY TO THE ORDER OF Lorenza Wilkes $113.97

One Hundred Thirteen and 97/100 DOLLARS

PAID
GARY NATIONAL BANK
JUN 26 1969
GARY, INDIANA
71-145

CB-3

CCW

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑉0000011397⑉

DELUXE CHECK PRINTERS - POP

Neighborhood Action Institute
Bank Reconcilation Statement
For Month Ending July 31, 1969

Book Balance			1232 09
Add Receipts			2000 —
			3232 09
Deduct; Disbursement		1769 50	
Service Charge		1 39	
Debit memo		3 —	1773 89
Book Balance			1458 20
Add, Outstanding Checks	186 ✓	113 97	
	187 ✓	113 97	227 94
Adjusted Book Balance			1686 14

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 15
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

ACCOUNT NUMBER 535-591-2

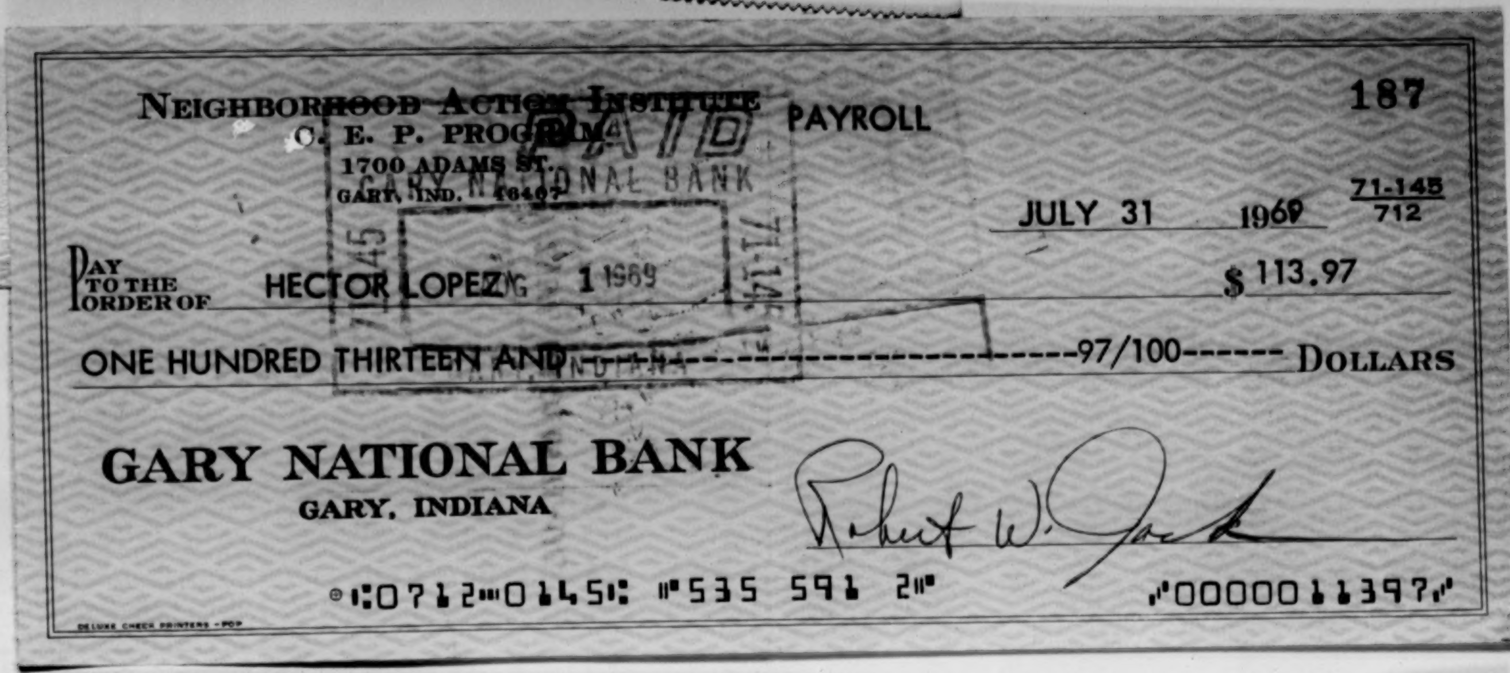
STATEMENT DATE 07/31/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
1,346.06	1,658.53	14	1	2,000.00	1.39	1,686.14

CHECKS			DEPOSITS	DATE	BALANCE
113.97				JUL 1	1,232.09
113.97	113.97	125.96		JUL 3	878.19
125.96				JUL 10	752.23
113.97				JUL 11	638.26
113.97				JUL 15	524.29
125.96				JUL 17	398.33
113.97				JUL 18	284.36
113.97				JUL 21	170.39
125.96				JUL 24	44.43
113.97				JUL 25	69.540D
113.97RT	3.00DM			JUL 28	41.43
113.97				JUL 30	72.540D
113.97	125.96		2,000.00	JUL 31	1,687.53
1.39SC					1,686.14

CODES:
D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO
L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO
R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

PAYROLL 187

PAID
GARY NATIONAL BANK
71-145
AUG 1 1969
GARY, INDIANA

JULY 31 1969 71-145/712

PAY TO THE ORDER OF HECTOR LOPEZ $ 113.97

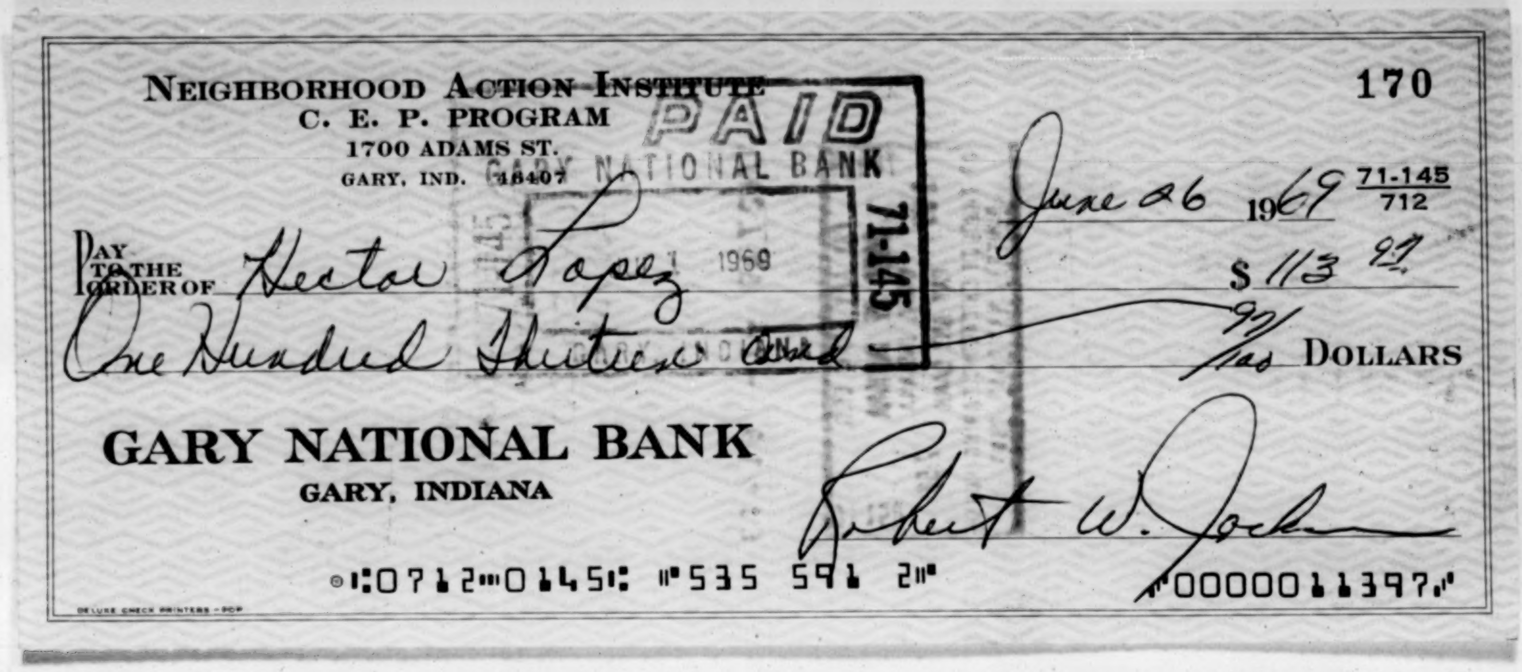
ONE HUNDRED THIRTEEN AND -------------------97/100------ DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PCP



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

170

PAID
GARY NATIONAL BANK
71-145
1 1969

June 26 1969 71-145/712

PAY TO THE ORDER OF Hector Lopez $ 113 97/

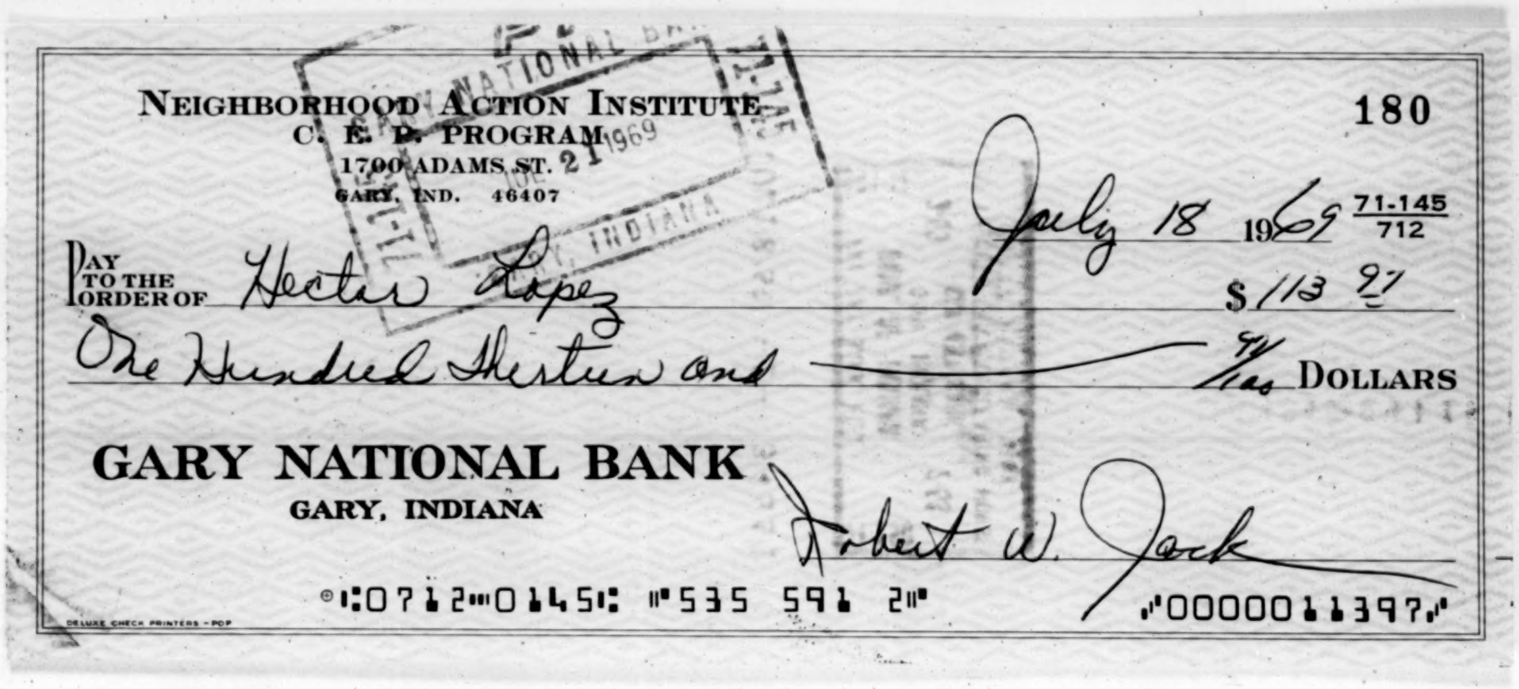
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PCP



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

180

PAID
GARY NATIONAL BANK
71-145
JUL 21 1969
GARY, INDIANA

July 18 1969 71-145/712

PAY TO THE ORDER OF Hector Lopez $ 113 97/

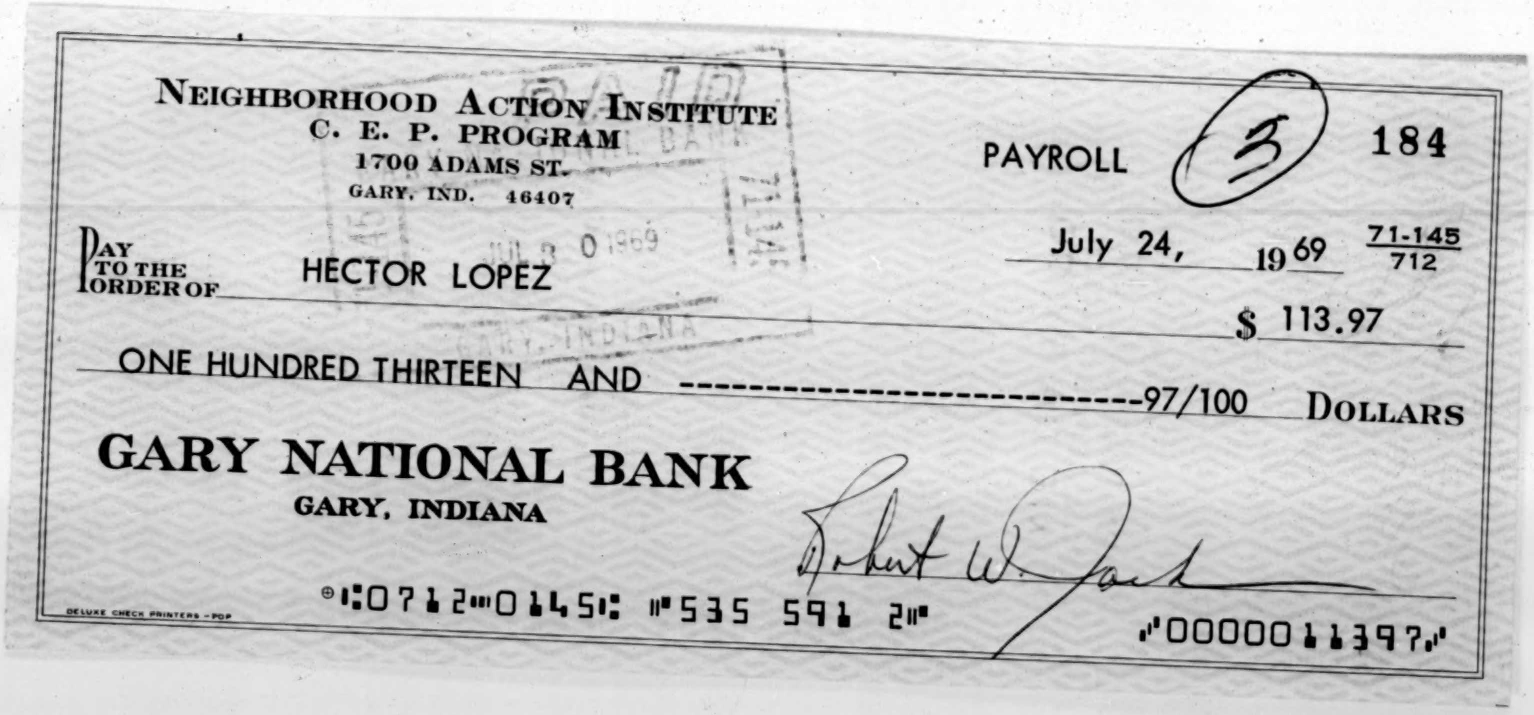
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PCP



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

PAYROLL ③ 184

PAID
GARY NATIONAL BANK
71-145
JUL 30 1969
GARY, INDIANA

July 24, 1969 71-145/712

PAY TO THE ORDER OF HECTOR LOPEZ $ 113.97

ONE HUNDRED THIRTEEN AND ---------------------------97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PCP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

172

July 3 1969 71-145/712

PAY TO THE ORDER OF Fredrick Miner $ 125 96/

One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jacks

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - PCP

PAID
GARY NATIONAL BANK
JUL 3 1969
INDIANA
CCW

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

173

July 3 1969 71-145/712

PAY TO THE ORDER OF Latonza Willis $113 97/

One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jacks

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PCP

PAID
GARY NATIONAL BANK
JUL 3 1969
CCW

EB

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

174

July 3 1969 71-145/712

PAY TO THE ORDER OF Hector Lopez $ 113 97/

One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jacks

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PCP

PAID
GARY NATIONAL BANK
1969
INDIANA
M-1

J.V

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

175

July 10 1969 71-145/712

PAY TO THE ORDER OF Latonza Willis $ 113 .97/

One Hundred Thirteen and 97/100 DOLLARS

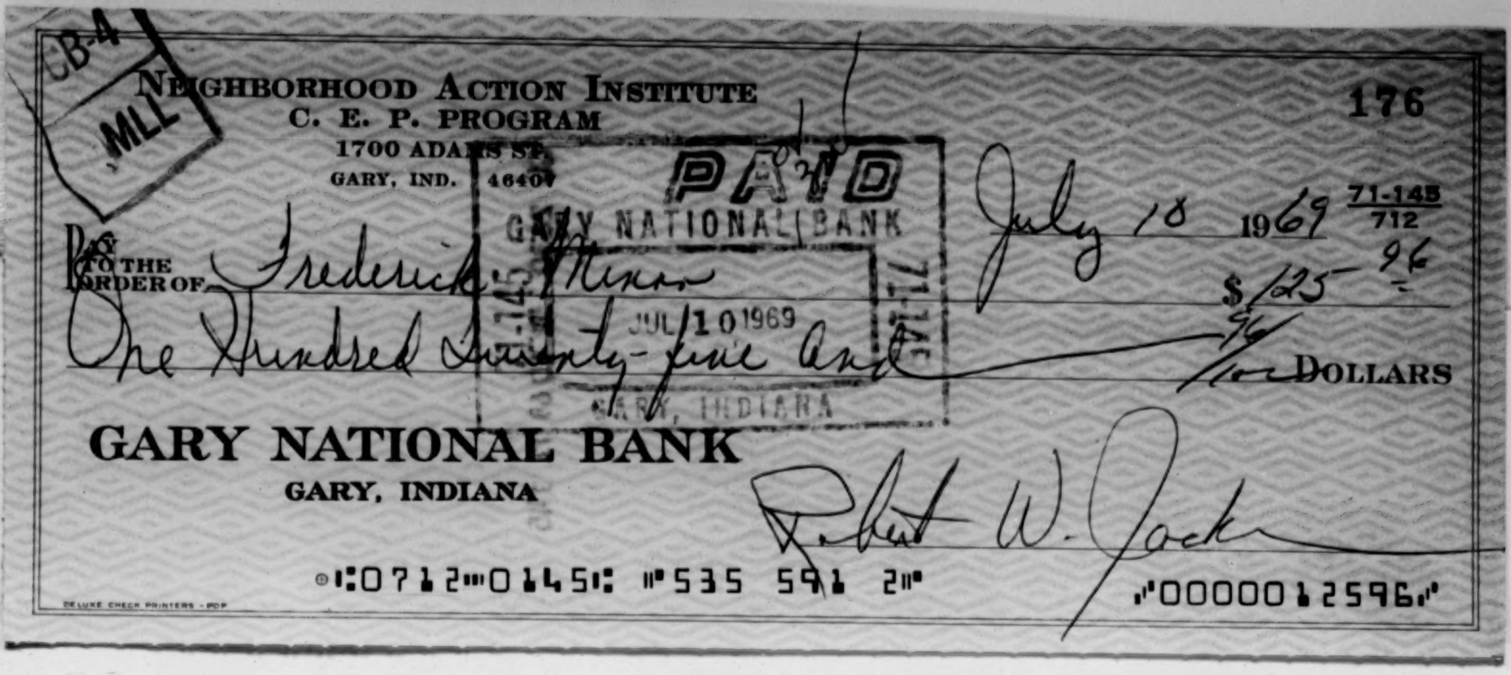
GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jacks

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - PCP

PAID
GARY NATIONAL BANK
JUL 11 1969
GARY, INDIAN



CB-4 MLL

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

176

PAID
GARY NATIONAL BANK
JUL 10 1969
GARY, INDIANA
71-145

July 10 1969 71-145/712

PAY TO THE ORDER OF Frederick Minor $125 96/

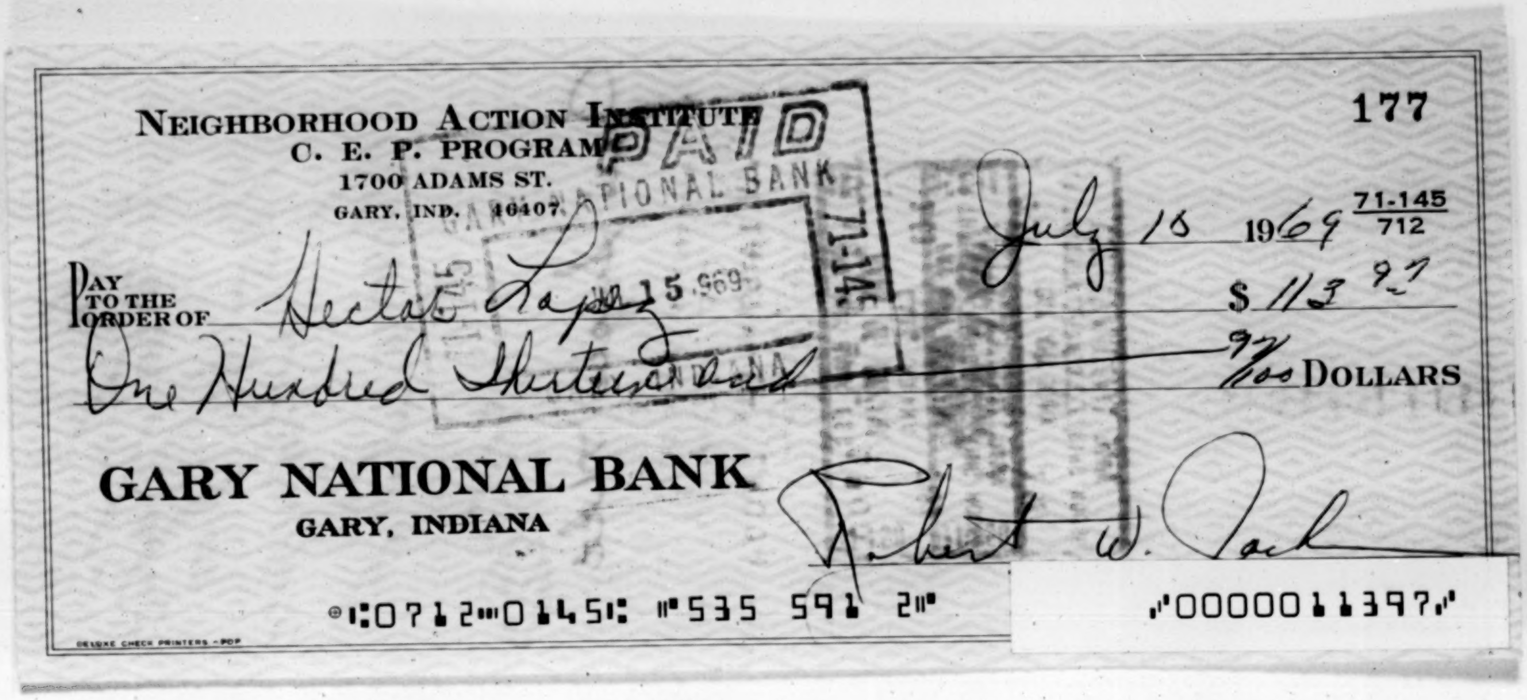
One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

DELUXE CHECK PRINTERS - PCP

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

177

PAID
NATIONAL BANK
JUL 15 1969
INDIANA
71-145

July 10 1969 71-145/712

PAY TO THE ORDER OF Hector Lopez $113 97/

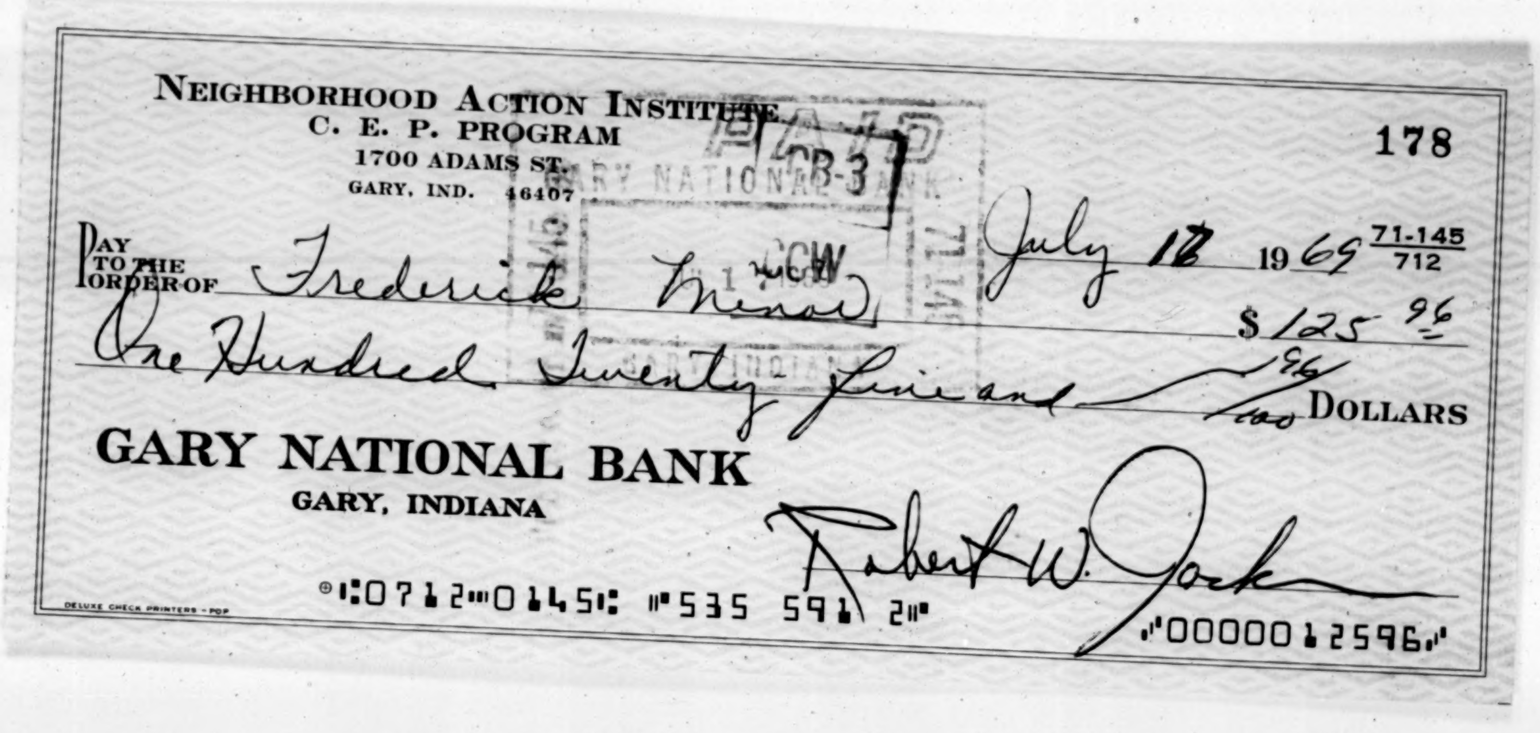
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

DELUXE CHECK PRINTERS - PCP

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

178

PAID
GARY NATIONAL BANK
CB-3
CCW
GARY, INDIANA
71-145

July 18 1969 71-145/712

PAY TO THE ORDER OF Frederick Minor $125 96/

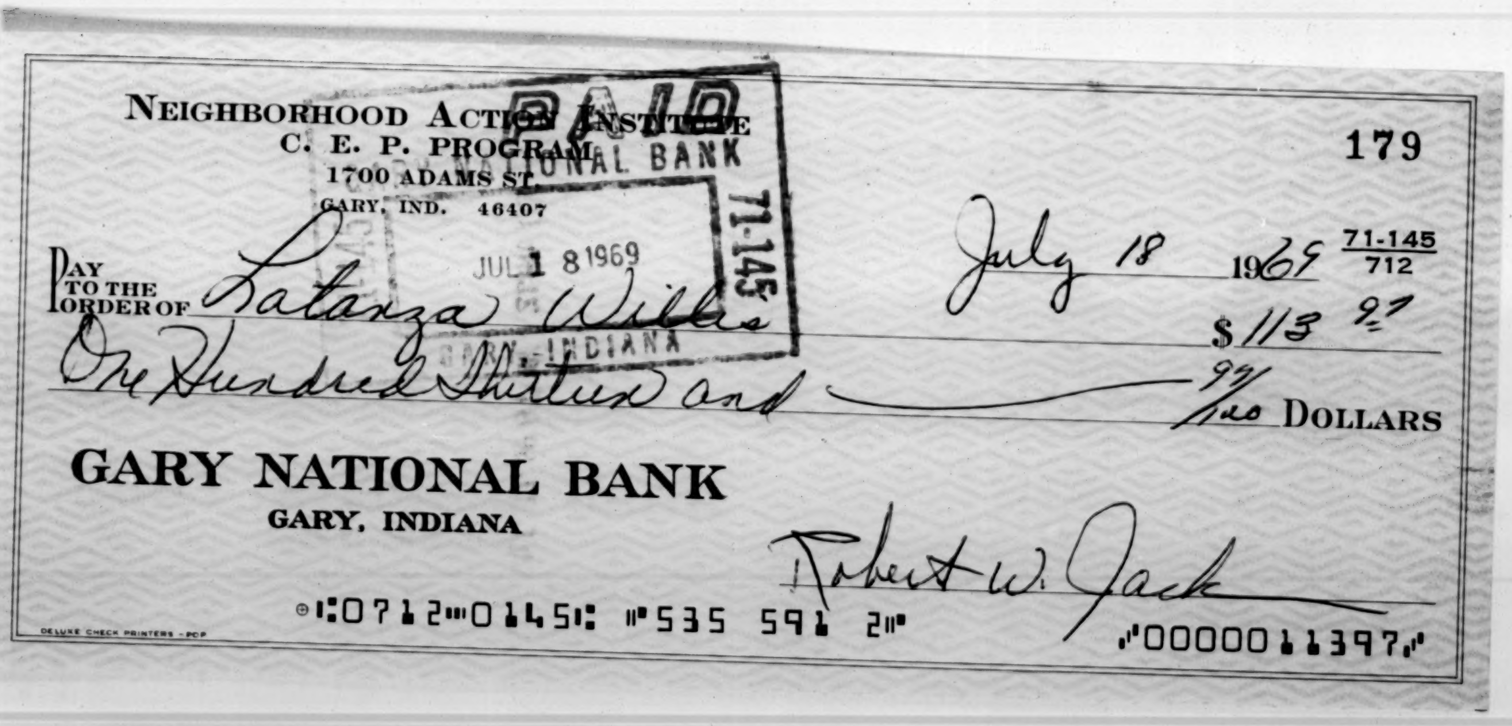
One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

DELUXE CHECK PRINTERS - PCP

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

179

PAID
NAL BANK
JUL 18 1969
GARY, INDIANA
71-145

July 18 1969 71-145/712

PAY TO THE ORDER OF Latanza Willis $113 97/

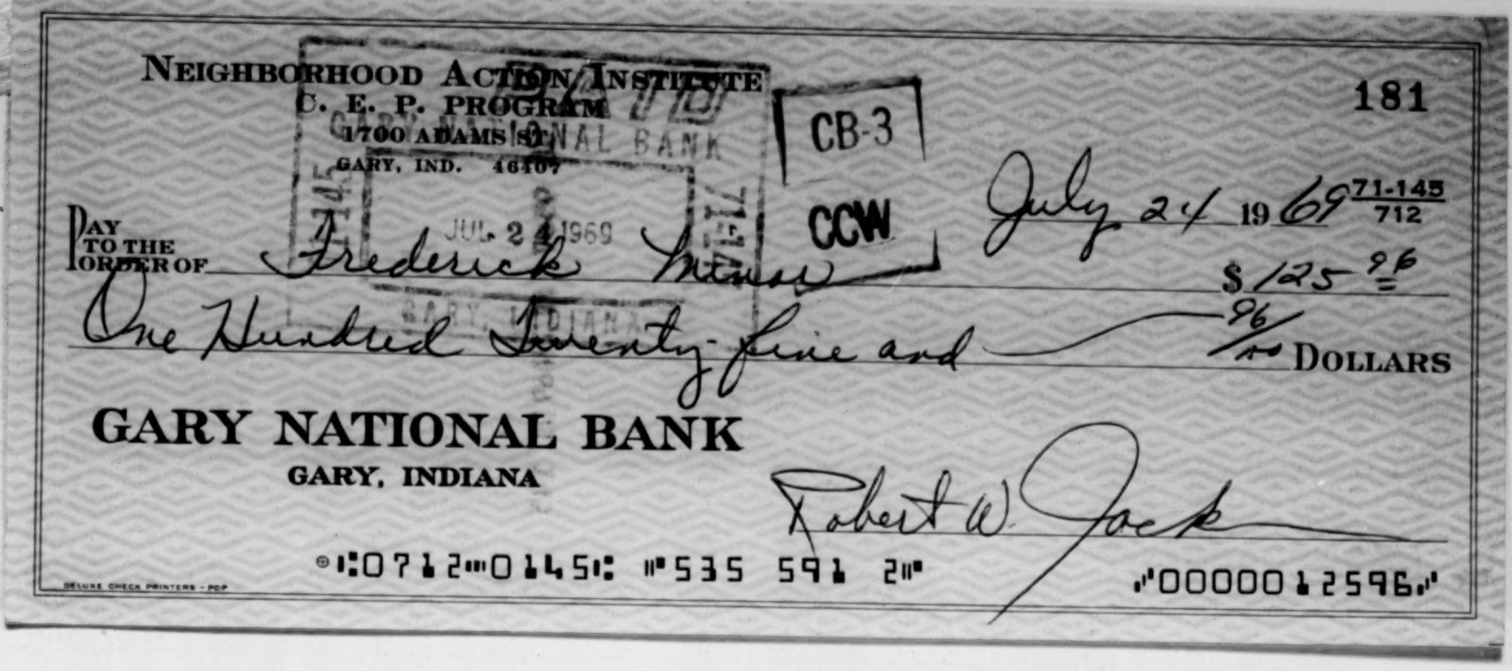
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

DELUXE CHECK PRINTERS - PCP

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

181

PAID
GARY NATIONAL BANK
JUL 24 1969
GARY, INDIANA
71-145

CB-3
CCW

July 24 1969 71-145/712

PAY TO THE ORDER OF Frederick Minor $ 125 96/

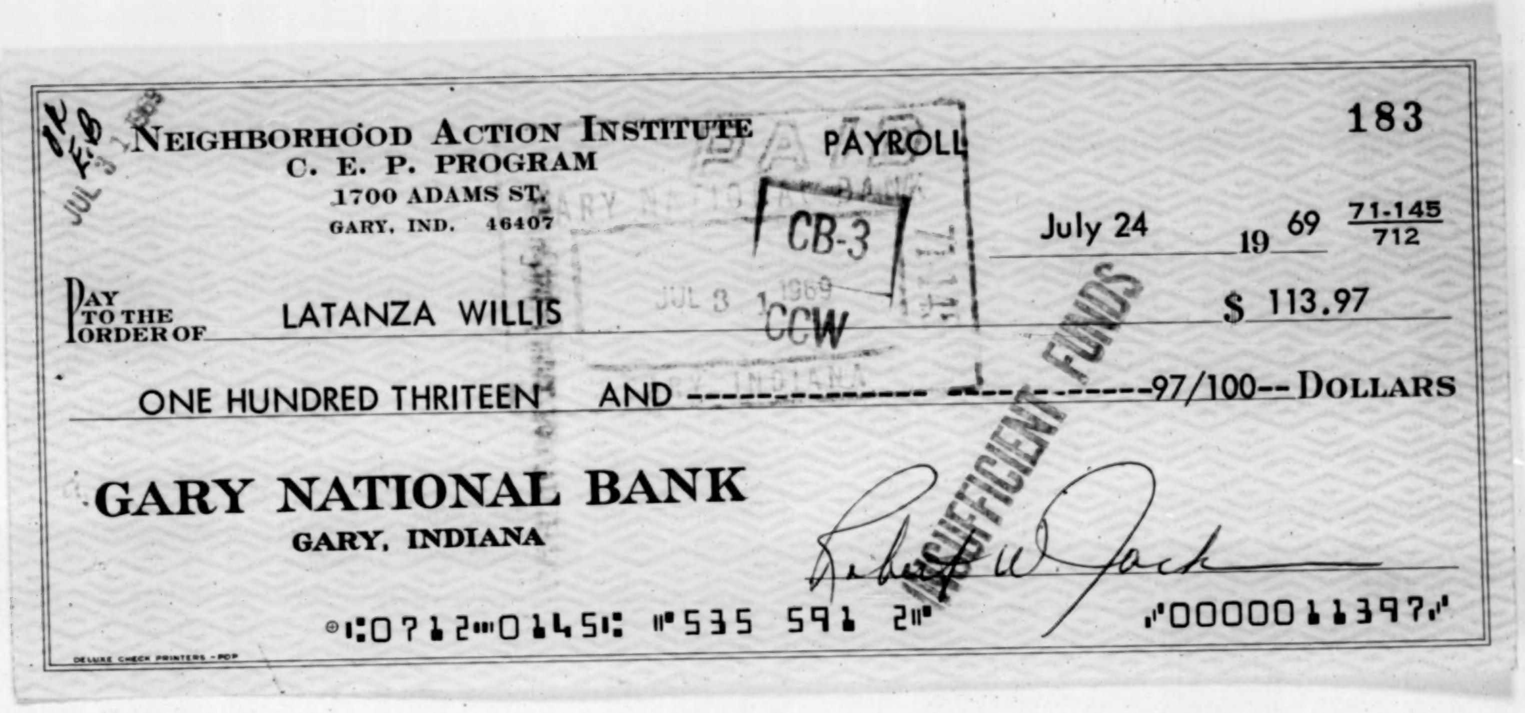
One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

DELUXE CHECK PRINTERS - POP

0712 0145 535 591 2 0000012596



JUL 31 1969
EB

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

PAYROLL

183

PAID
GARY NATIONAL BANK
JUL 31 1969
GARY, INDIANA
71-145

CB-3
CCW

July 24 1969 71-145/712

PAY TO THE ORDER OF LATANZA WILLIS $ 113.97

ONE HUNDRED THRITEEN AND ---------------------------97/100-- DOLLARS

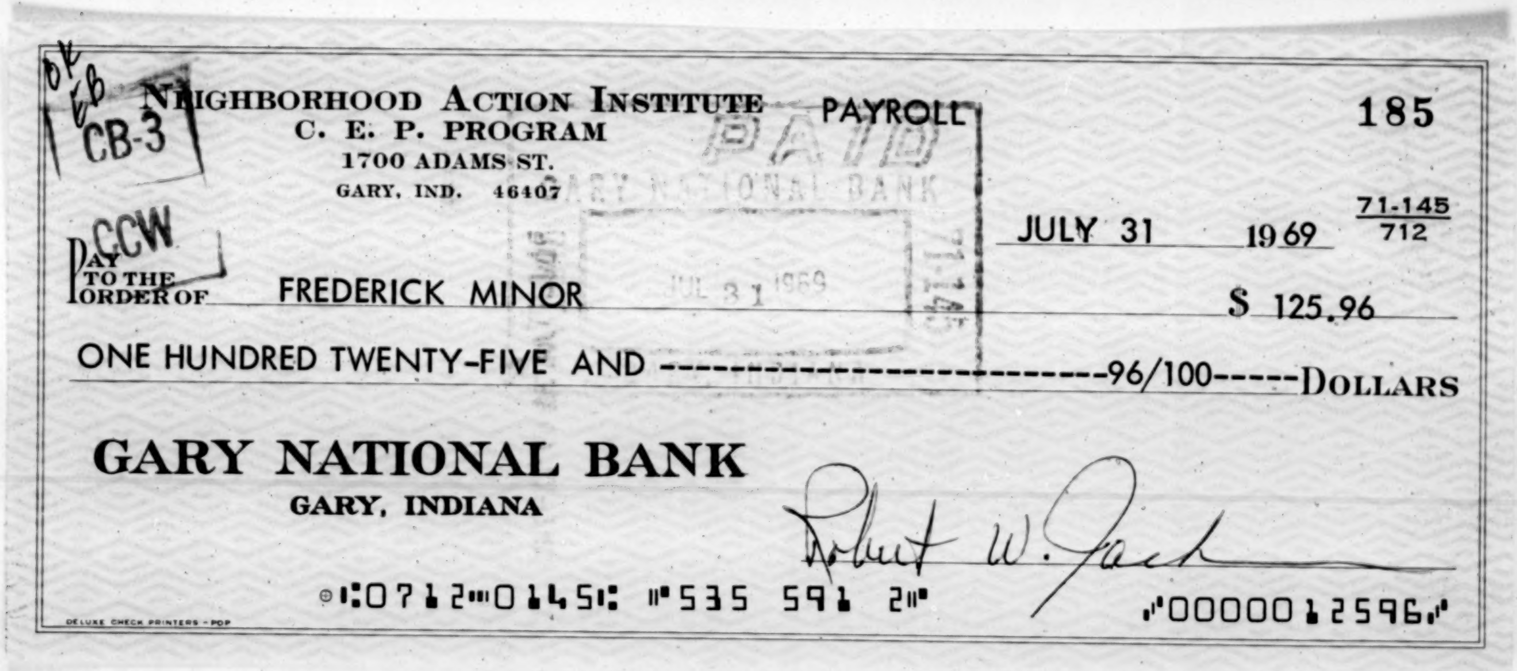
INSUFFICIENT FUNDS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

DELUXE CHECK PRINTERS - POP

0712 0145 535 591 2 0000011397



OK
EB

CB-3
CCW

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

PAYROLL

185

PAID
GARY NATIONAL BANK
JUL 31 1969
71-145

JULY 31 1969 71-145/712

PAY TO THE ORDER OF FREDERICK MINOR $ 125.96

ONE HUNDRED TWENTY-FIVE AND ------------------------96/100----- DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

DELUXE CHECK PRINTERS - POP

0712 0145 535 591 2 0000012596

113.97

NOTICE OF NONSUFFICIENT FUNDS

07/25/69

PRESENTED FOR PAYMENT TODAY WERE THE ABOVE 1 CHECKS TOTALING 113.97 OUR RECORDS SHOW A BALANCE OF 44.43 DUE TO INSUFFICIENT FUNDS WE HAVE CHARGED 3.00 TO YOUR ACCOUNT NO. 535 591 2

PLEASE ADJUST YOUR RECORDS. IT WAS NECESSARY TO RETURN UNPAID ONLY THOSE ITEMS CIRCLED.

NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

GARY NATIONAL BANK
GARY, INDIANA

CM 16

REGULAR CHECKING ACCOUNT
DEPOSITED WITH
GARY NATIONAL BANK
GARY, INDIANA

NAME NEIGHBORHOOD ACTION INSTITUTE
ADDRESS 1700 ADAMS ST.
CITY Gary, IN
DATE 7-31-69 19
FILL IN YOUR ACCOUNT NUMBER HERE 535 591 2
FOR BANK USE ONLY

PLEASE LIST CHECKS SEPARATELY	DOLLARS	CENTS
CURRENCY		
SILVER		
CHECKS F&D	2000	=
TOTAL FROM OTHER SIDE		
TOTAL	2000	=

DUPLICATE OF DEPOSIT
RECEIVED FOR YOUR CREDIT TODAY
July 31 1969
GARY NATIONAL BANK
GARY, INDIANA
By

---

535 591 2
ACCOUNT NUMBER

NEIGHBORHO
NAME

1

113.97
AMOUNT OF TRANSACTIONS

1
NO. RT'D TODAY

69.54-
AMOUNT INSUFFICIENT

3.00
NSF CHARGE

GARY NATIONAL BANK
JUL 28 1969
GARY, INDIANA

269
DATE OPENED

1
O/D

44.43
CURRENT BALANCE

1
CKS. TODAY

RT'D

AVERAGE BALANCE

AVAILABLE BALANCE

GARY NATIONAL BANK

GARY, INDIANA

ok

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 8
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 07/16/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
388.30	305.85	8	2	339.81	1.03	421.23

CHECKS	DEPOSITS	DATE	BALANCE
25.00		JUN 25	363.30
50.00		JUN 26	313.30
30.00		JUN 30	283.30
10.85		JUL 2	272.45
15.00	39.81	JUL 9	297.26
45.00	300.00	JUL 11	552.26
30.00		JUL 14	522.26
100.00		JUL 15	422.26
1.03SC			421.23

CODES:

D.R. — DEBIT REVERSAL	L.S. — LIST OF CHECKS	R.T. — RETURNED CHECKS
C.R. — CREDIT REVERSAL	O.D. — OVER DRAWN	S.C. — SERVICE CHARGE
C.M. — CREDIT MEMO	D.M. — DEBIT MEMO	

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

113.97 pd

NOTICE OF NONSUFFICIENT FUNDS

07/30/69

PRESENTED FOR PAYMENT TODAY WERE THE ABOVE 1 CHECKS TOTALING 113.97 OUR RECORDS SHOW A BALANCE OF 41.43 DUE TO INSUFFICIENT FUNDS WE HAVE CHARGED / TO YOUR ACCOUNT NO. 535 591 2

PLEASE ADJUST YOUR RECORDS. IT WAS NECESSARY TO RETURN UNPAID ONLY THOSE ITEMS CIRCLED.

NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

GARY NATIONAL BANK
GARY, INDIANA

CM 16

COLLATERAL RECEIPT

GARY NATIONAL BANK

GARY, INDIANA

No. 30609

DATE August 21, 1969

FOR THE LOAN OF
Neighborhood Action Institute
1700 Adams
Gary, Indiana 46407

RECEIVED FROM
Same

HELD AS COLLATERAL SECURITY

PAR, SHARES, AMT., ETC.	DOCUMENT NUMBER	DESCRIPTION
$2,000.00	Loan # 114808	Accepted assignment of accounts receivable on CEP

THIS RECEIPT IS NON-NEGOTIABLE AND NON-TRANSFERABLE. ALSO IS NULL AND VOID WHEN PROPER DISPOSITION HAS BEEN MADE OF THE ITEMS LISTED ABOVE.

L. Hughes
TELLER

FORM NO. LD-13

CUSTOMER'S RECEIPT

YOUR NOTE IS PAST DUE AND REQUIRES YOUR IMMEDIATE ATTENTION

AMOUNT OF NOTE $	2000	=
INTEREST $	14	67

PAST DUE

PLEASE INCLUDE $1.00 TO COVER NOTICE OF PAST DUE

GARY NATIONAL BANK
GARY, INDIANA

To Neighborhood Action Inst.
1700 Adams
Gary Ind

LD-34

DATE OF PAPER	TIME	INTEREST	DISCOUNT	RATE	CLASS	AMOUNT
7-31-69	33 da	date	$	8	C	$ 2,000.00
RENEWAL NO.	ORIGINAL DATE	ORIGINAL AMOUNT	DATE PURCHASED	FOR WHOM DISCOUNTED		
new			7-31-69			

DUE September 2, 1969 NOTE NOTICE

Loan No. 114808

KIND OF COLLATERAL
by Robert W. Jackson, director
Assignment of C.E.P. acc.rec.; cv$ 2M

Your Note for $ 2000 =
Interest $ 14.67
Total $ 2014.67
In favor of us.

Is due and payable at this Bank.
Please give the same your prompt attention.
Bring this notice with you when you call.

Approved WRL #5 Auth'd

MAKER

Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Form LD-11

Payable at GARY NATIONAL BANK, Gary, Indiana

GARY NATIONAL BANK

GARY, INDIANA

ok

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 7
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 08/20/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
421.23	520.52	7	1	100.00	1.11	.40OD

CHECKS		DEPOSITS	DATE	BALANCE
161.23	200.00		JUL 17	60.00
		100.00	JUL 28	160.00
60.00			JUL 30	100.00
5.31			AUG 4	94.69
20.00			AUG 5	74.69
3.98	70.00		AUG 7	.71
1.11SC				.40OD

CODES:
D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO
L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO
R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 9
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

ACCOUNT NUMBER 535-591-2

STATEMENT DATE 08/29/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
1,686.14	1,415.83	9			.91	269.40

CHECKS			DEPOSITS	DATE	BALANCE
113.97	113.97			AUG 1	1,458.20
113.94	125.96			AUG 8	1,218.30
113.97				AUG 11	1,104.33
228.04	228.04	251.98		AUG 21	396.27
125.96				AUG 29	270.31
.91SC					269.40

CODES:
D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO
L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO
R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

Neighborhood Action Institute
Bank Reconciliation Statement
For Month Ending August 31, 1969

Book Balance			145820
Deduct: Disbursements		141586	
Service Charge		91	141677
Add: Outstanding Checks			4143
	195	11397	
	196	11397	22794
			26937

GARY NATIONAL BANK

GARY, INDIANA

Ok

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 1
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 09/17/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
.40OD	173.38	1	1	200.00	.95	25.27

CHECKS	DEPOSITS	DATE	BALANCE
173.38	200.00	AUG 25	199.60
.95 SC		AUG 27	26.22
			25.27

CODES:

D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO

L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO

R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

EXHIBIT A
(Para 3161.93)

CONTRACTOR'S INVOICE

INVOICE NUMBER: 8604-020-3

I. CONTRACTOR'S INFORMATION

1. CONTRACTOR'S NAME (*Agency or Organization*): Neighborhood Action Institute

2. ADDRESS (*Number and Street*): 1700 Adams Street

3. CITY OR TOWN: Gary

4. STATE: Indiana

5. ZIP CODE: 46407

II. CONTRACT INFORMATION

1A. CONTRACT NUMBER: 8604-020

2. FUNDS REQUESTED FOR: 1 ☐ INITIAL ADVANCE 2 ☒ PERIODIC ADVANCE 3 ☐ REIMBURSEMENT 4 ☐ FINAL INVOICE

3 FUNDS REQUESTED FOR CEP PROGRAM: 1 ☒ EOA 2 ☐ MDTA

a. FROM (*Start of Contract*):

b. TO (*End of Current Invoice Period*): August 31, 1969

a. FROM (*End of Current Invoice Period*): August 31, 1969

b. TO (*Month, day, year*):

III. COST INFORMATION

For Initial Advance—Fill in Items 2 and 5 below only
For Periodic Advance—Fill in all items below
For Reimbursement—Fill in items 1, 4, and 5 below only

COST CATEGORY	TOTAL (a)	CONTRACTOR'S SHARE (b)	FEDERAL SHARE (c)
1. TOTAL COSTS INCURRED	25,936.26	7,802.00	18,134.26
2. PROJECTED COSTS			
a. ENROLLEE COSTS			
b. STAFF COSTS	3,575.00	1,300.00	2,275.00
c. OPERATIONAL COSTS	3,000.00	-0-	3,000.00
d. SUBAGREEMENT COSTS			
e. TOTAL PROJECTED COSTS	6,575.00	1,300.00	5,275.00
3. TOTAL ACTUAL PLUS PROJECTED COSTS (*Line 1 plus 2e*)	32,511.26	9,102.00	23,409.26
4. LESS FEDERAL PAYMENTS RECEIVED			13,814.13
5. NET AMOUNT OF THIS REQUEST			9,595.13

IV. CONTRACTOR CERTIFICATION

—I certify that the costs incurred are taken from the books of account and that such costs are valid and consistent with the terms of the contract.

1. AUTHORIZED CONTRACTOR SIGNATURE: X Robert W Jackson

2. DATE SIGNED: X 9/17/69

V. MA REPRESENTATIVE CERTIFICATION

1. RECOMMENDATION

Performance Satisfactory
For Payment Purposes.

2. SIGNATURE:

3. DATE SIGNED:

VI. INVOICE APPROVAL (OF & MS USE ONLY)

1. APPROPRIATION NUMBER:

2. AMOUNT TO BE PAID:

3. EXAMINER SIGNATURE:

4. DATE APPROVED:

U.S. DEPT. OF LABOR—MANPOWER ADMINISTRATION

MA-TEMP 733 (5-67)

EXHIBIT B Page 1 of 3
(Para 3161.95, 3161.98)

CEP CONTRACTOR'S DETAILED STATEMENT OF COSTS

1. CONTRACT NUMBER: 8604-020

2. IN SUPPORT OF INVOICE NO.: 8604-020-3

3. INDICATE PROGRAM COMPONENT 1 ☒ EOA 2 ☐ MDTA

4. CONTRACTOR'S NAME (Agency or Organization): Neighborhood Action Institute

5. CUMULATIVE COST PERIOD a. FROM: 12-1-68 b. TO: August 31, 1969

6. COST CATEGORY	ACCT. NO.	PROJECT BUDGET Contractor Share (a)	PROJECT BUDGET Federal Share (b)	CUMULATIVE COSTS Contractor Share (c)	CUMULATIVE COSTS Federal Share (d)	COST FOR REPORT PERIOD Federal (e)
I. ENROLLEE COSTS						
A. WAGES						
1. For Work	1601					
2. For Other Paid Participation	1602					
3. TOTAL WAGES (Add 1 and 2)						
B. EMPLOYER'S COST OF FRINGE BENEFITS	1610					
C. TRANSPORTATION	1621					
D. SUPP. SVCS. NOT SUPPLIED BY STAFF	1622					
E. STIPENDS	1624					
TOTAL, SECTION I (Add A3, B, C, D, and E)						
II. STAFF COSTS						
A. SALARIES & WAGES						
1. Proj. Adm.	1631	10,250.00	12,000.00	7,802.00	12,991.31	1,846.68
2. Recruitment	1632	2,500.00				
3. Counseling Services	1633					
4. Supervision	1634					
5. Remedial Education	1635					
6. Job Development, Placement, Referral, Follow-Up	1636					
7. Orientation	1638					
8. Other Supp. Svcs. Supplied by Staff	1637					
9. TOTAL SALARIES & WAGES (A1 thru A8)	1630	12,750.00	12,000.00	7,802.00	12,991.31	1,846.68
B. EMPLOYER'S COST OF FRINGE BENEFITS	1640		576.00		624.43	88.63
C. TRAVEL EXPENSES	1650					
TOTAL, SECTION II (Add A9, B, and C)		12,750.00	12,576.00	7,802.00	13,915.74	1,935.31

REMARKS:

U.S. DEPARTMENT OF LABOR-MANPOWER ADMINISTRATION

MA-TEMP-739
PAGE 1 OF 3

EXHIBIT B Page 2 of 3
(Para 3161.95, 3161.98)

CEP CONTRACTOR'S DETAILED STATEMENT OF COSTS—Continued

1. CONTRACT NUMBER 8604-020

2. IN SUPPORT OF INVOICE NO. 8604-020-3

3. INDICATE PROGRAM COMPONENT 1 ☒ EOA 2. ☐ MDTA

COST CATEGORY	ACCT. NO.	PROJECT BUDGET Contractor Share (a)	PROJECT BUDGET Federal Share (b)	CUMULATIVE COSTS Contractor Share (c)	CUMULATIVE COSTS Federal Share (d)	COST FOR REPORT PERIOD Federal (e)
III. OPERATIONAL COSTS A. EQUIPMENT						
1. Office Equipment a. Purchase	1661					
b. Rental & Use	1665		420.00		221.42	
2. Project Equipment a. Purchase	1662					
b. Rental & Use	1666					
B. RENT	1663	180.00				
C. INSURANCE AND BONDING	1664		300.00		329.80	
D. OCCUP'L TRAINING COSTS:						
1. OJT Subcontract Funds	1667					
2. Institutional	1668					
E. OTHER DIRECT COSTS	1670		11,704.00		3,667.30	.91
F. INDIRECT COSTS	1680	2,500.00				
TOTAL, SECTION III		2,680.00	12,424.00		4218.52	.91
IV. SUBAGREEMENT COSTS	1690					
V. TOTAL COSTS		15,430.00	25,000.00	7,802.00	18,134.26	1,936.22

REMARKS:

September 30, 1969

Trial Balance

	Dr	Cr
1010 Cash in Bank-Reg Payroll		
1030 Accounts Receivable-C&P	36655	
1310 Federal W/holding tax Payable	-0-	
1320 Social Security tax Payable		-0-
1330 State W/holding tax Payable		170640
1360 Loan Payable		98988
1410 Contribution by C&P		1510
1631 Project Administration		200000
1640 Employer's Cost of Fringe		1381413
1664 Insurance & Bonding	1345298	
1665 Office Equip-Rent & Lease	64638	
1671 Expendable Office Supp	32980	
1672 Communication	22142	
1675 General	40032	
	50151	
	274156	
	1866242	1866142

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 4
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

ACCOUNT NUMBER 535-591-2

STATEMENT DATE 09/30/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
269.40	467.87	4	1	400.00	.99	200.54

CHECKS		DEPOSITS	DATE	BALANCE
113.97			SEP 3	155.43
113.97			SEP 4	41.46
113.97	125.96	400.00	SEP 29	201.53
.99SC				200.54

CODES:

D.R. — DEBIT REVERSAL	L.S. — LIST OF CHECKS	R.T. — RETURNED CHECKS
C.R. — CREDIT REVERSAL	O.D. — OVER DRAWN	S.C. — SERVICE CHARGE
C.M. — CREDIT MEMO	D.M. — DEBIT MEMO	

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

189

CBA
MLL

PAID
GARY NATIONAL BANK
71-145
AUG 8 1969

Aug 8 1969 71-145/712

PAY TO THE ORDER OF Latanza Willis $113 94/100

One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011394⑈

DELUXE CHECK PRINTERS - POP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

190

PAID
NATIONAL BANK
71-145
B-3
CW

Aug. 8 1969 71-145/712

PAY TO THE ORDER OF Frederick Minor $125 96/100

One Hundred Twenty-five and 96/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000012596⑈

DELUXE CHECK PRINTERS - POP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

194

PAID
GARY NATIONAL BANK
B-3
CCW
AUG 2 1 1969
GARY, INDIANA

Aug 21 1969 71-145/712

PAY TO THE ORDER OF Frederick Minor $251.98

Two Hundred Fifty-one and 98/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000025198⑈

DELUXE CHECK PRINTERS - POP

NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

196

PAID
GARY NATIONAL BANK
71-145
CB-2
SEP 3 1969
GARY, INDIANA

Aug 29 1969 71-145/712

PAY TO THE ORDER OF Latanza Willis $113.97

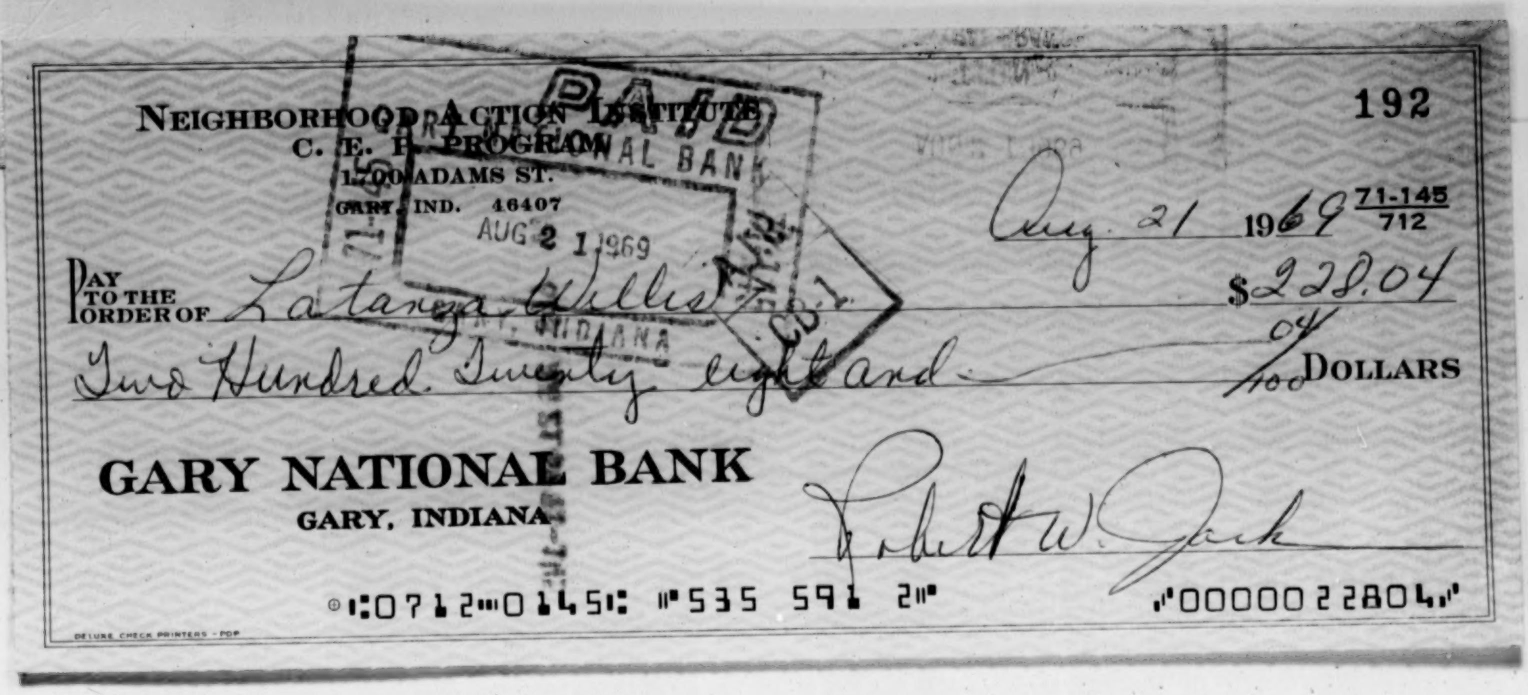
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

⑆0712⑈0145⑆ ⑈535 591 2⑈ ⑈0000011397⑈

DELUXE CHECK PRINTERS - POP



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

192

Aug 21 1969 71-145/712

PAY TO THE ORDER OF Latanza Willis $228.04

Two Hundred Twenty eight and 04/100 DOLLARS

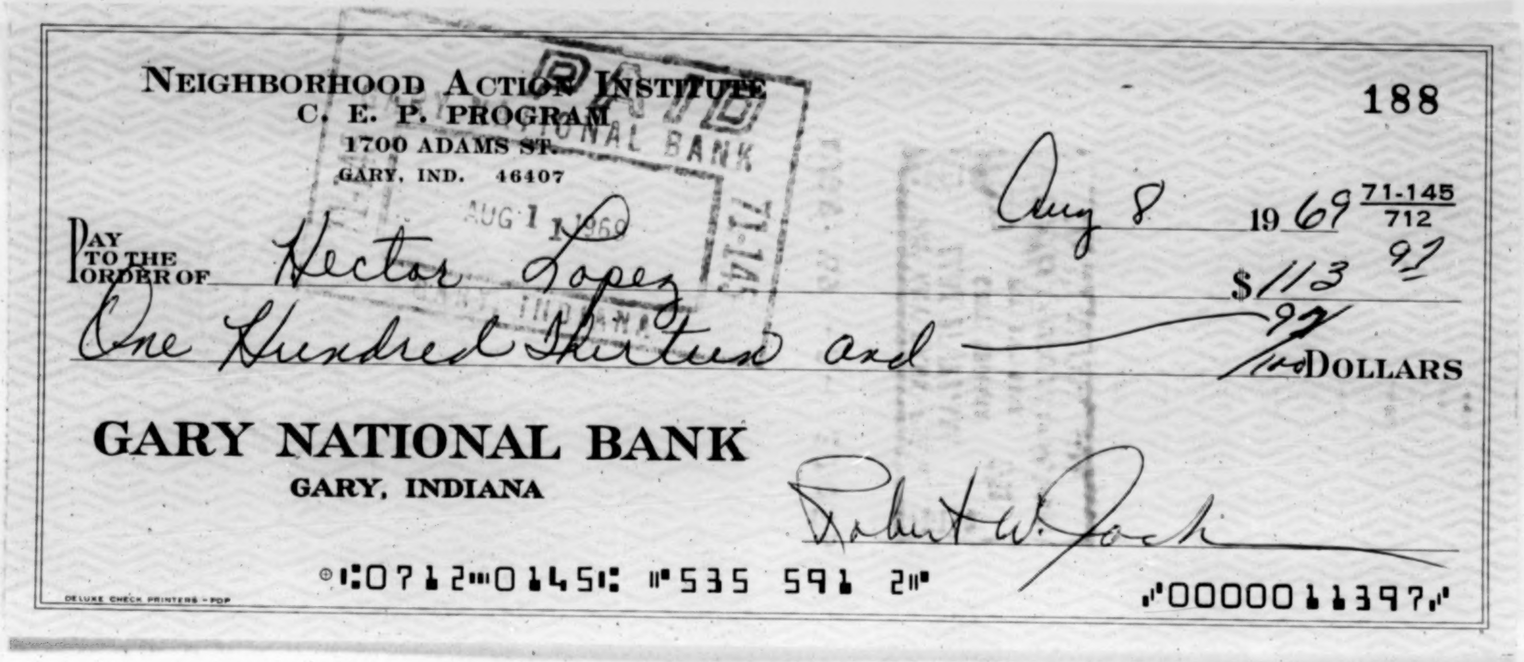
GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000022804⑇

DELUXE CHECK PRINTERS - POP

PAID
GARY NATIONAL BANK
AUG 21 1969
GARY, INDIANA
71-145



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

188

Aug 8 1969 71-145/712

PAY TO THE ORDER OF Hector Lopez $113 97

One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000011397⑇

DELUXE CHECK PRINTERS - POP

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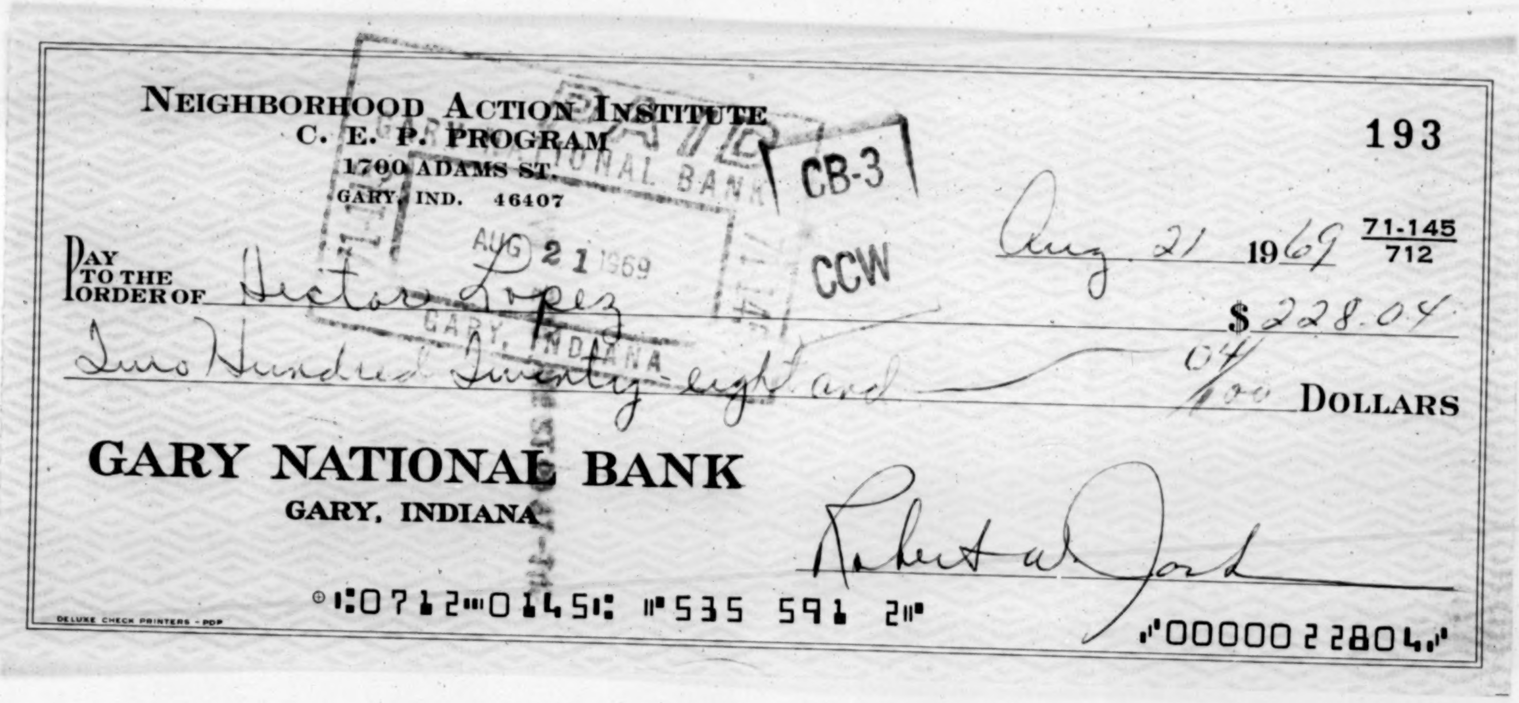
GARY NATIONAL BANK
AUG 11 1969
GARY, INDIANA
71-145



NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

193

Aug 21 1969 71-145/712

PAY TO THE ORDER OF Hector Lopez $228.04

Two Hundred Twenty-eight and 04/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jack

⑆0712⑉0145⑆ ⑈535 591 2⑈ ⑇0000022804⑇

DELUXE CHECK PRINTERS - POP

PAID
GARY NATIONAL BANK
AUG 21 1969
GARY, INDIANA
71-145

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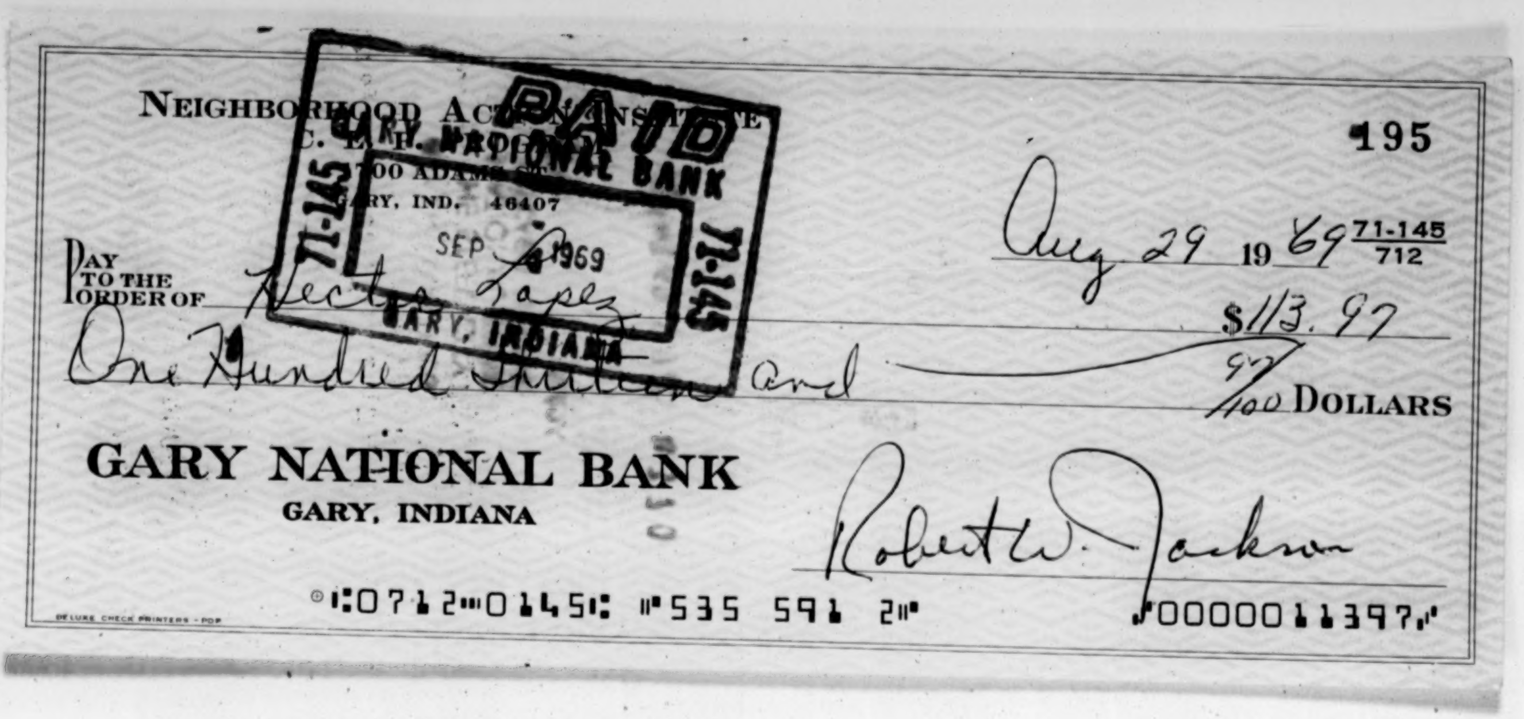


NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

195

PAID
GARY NATIONAL BANK
71-145
SEP 1969
GARY, INDIANA

Aug 29 19 69 71-145/712

PAY TO THE ORDER OF Hector Lopez $113.97

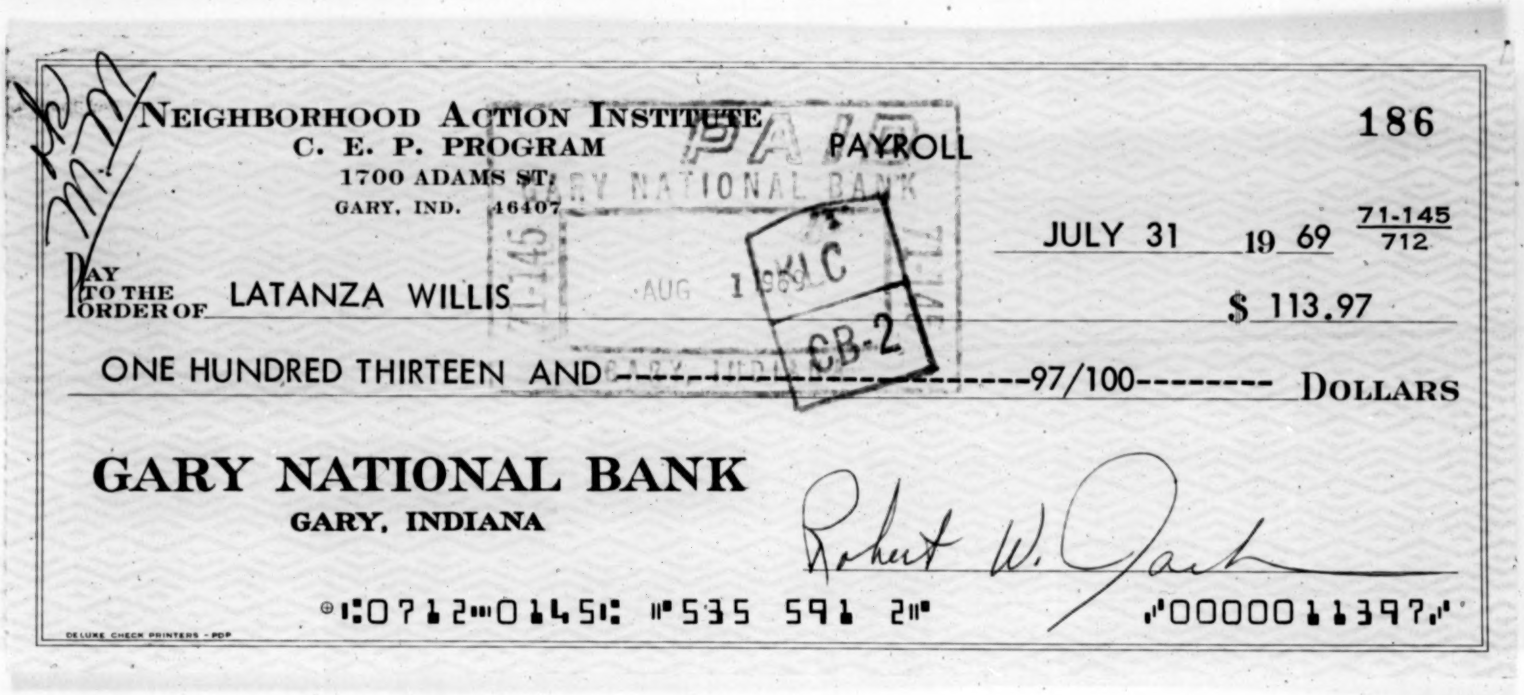
One Hundred Thirteen and 97/100 DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

0712 0145 535 591 2 0000011397

DELUXE CHECK PRINTERS - PDP



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NEIGHBORHOOD ACTION INSTITUTE
C. E. P. PROGRAM
1700 ADAMS ST.
GARY, IND. 46407

PAYROLL

186

PAID
GARY NATIONAL BANK
71-145
AUG 1 1969
KLC
CB-2

JULY 31 19 69 71-145/712

PAY TO THE ORDER OF LATANZA WILLIS $ 113.97

ONE HUNDRED THIRTEEN AND ----------97/100-------- DOLLARS

GARY NATIONAL BANK
GARY, INDIANA

Robert W. Jackson

0712 0145 535 591 2 0000011397

DELUXE CHECK PRINTERS - PDP

GARY NATIONAL BANK

GARY, INDIANA

ok
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STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 2
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 10/22/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
25.27	19.67	2			.83	4.77

CHECKS	DEPOSITS	DATE	BALANCE
10.00		SEP 25	15.27
9.67		OCT 6	5.60
.83SC			4.77

CODES:
D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO
L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO
R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

NOTICE OF NONSUFFICIENT FUNDS

10/17/69

228.04 228.04

PRESENTED FOR PAYMENT TODAY WERE THE ABOVE 2 CHECKS TOTALING 456.08 OUR RECORDS SHOW A BALANCE OF 6.22 DUE TO INSUFFICIENT FUNDS WE HAVE CHARGED 3 W TO YOUR ACCOUNT NO. 535 591 2

PLEASE ADJUST YOUR RECORDS. IT WAS NECESSARY TO RETURN UNPAID ONLY THOSE ITEMS CIRCLED.

NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

GARY NATIONAL BANK
GARY, INDIANA

CM 16

NOTICE OF NONSUFFICIENT FUNDS

10/20/69

251.98

PRESENTED FOR PAYMENT TODAY WERE THE ABOVE 1 CHECKS TOTALING 251.98 OUR RECORDS SHOW A BALANCE OF 452.86- DUE TO INSUFFICIENT FUNDS WE HAVE CHARGED 3 W TO YOUR ACCOUNT NO. 535 591 2

PLEASE ADJUST YOUR RECORDS. IT WAS NECESSARY TO RETURN UNPAID ONLY THOSE ITEMS CIRCLED.

NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

GARY NATIONAL BANK
GARY, INDIANA

CM 16

NOTICE OF NONSUFFICIENT FUNDS

225.00

10/28/69

PRESENTED FOR PAYMENT TODAY WERE THE ABOVE 1 CHECKS TOTALING 225.00 OUR RECORDS SHOW A BALANCE OF 707.84- DUE TO INSUFFICIENT FUNDS WE HAVE CHARGED 3 W TO YOUR ACCOUNT NO. 535 591 2

PLEASE ADJUST YOUR RECORDS. IT WAS NECESSARY TO RETURN UNPAID ONLY THOSE ITEMS CIRCLED.

NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

GARY NATIONAL BANK
GARY INDIANA

CM 16

535 591 2
ACCOUNT NUMBER

NEIGHBORHO
NAME

1

GARY NATIONAL BANK

225.00
AMOUNT OF TRANSACTIONS

932.84-
AMOUNT INSUFFICIENT

0
NO. RT'D TODAY

3.00
NSF CHARGE

B Lesezyne

269
DATE OPENED

5
O/D

1
CKS. TODAY

RT'D

707.84-
CURRENT BALANCE

AVERAGE BALANCE

AVAILABLE BALANCE

---

535 591 2
ACCOUNT NUMBER

NEIGHBORHO
NAME

1

251.98
AMOUNT OF TRANSACTIONS

704.84-
AMOUNT INSUFFICIENT

0
NO. RT'D TODAY

3.00
NSF CHARGE

B Lesezyne

269
DATE OPENED

4
O/D

1
CKS. TODAY

RT'D

452.86-
CURRENT BALANCE

AVERAGE BALANCE

AVAILABLE BALANCE

---

535 591 2
ACCOUNT NUMBER

NEIGHBORHO
NAME

1

456.08
AMOUNT OF TRANSACTIONS

449.86-
AMOUNT INSUFFICIENT

0
NO. RT'D TODAY

3.00
NSF CHARGE

B Lesezyne

269
DATE OPENED

3
O/D

2
CKS. TODAY

RT'D

6.22
CURRENT BALANCE

AVERAGE BALANCE

AVAILABLE BALANCE

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE 10
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

ACCOUNT NUMBER 535-591-2

STATEMENT DATE 10/31/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
200.54	1,136.38	7			1.03	936.870D

CHECKS		DEPOSITS	DATE	BALANCE
113.97			OCT 1	86.57
30.35			OCT 7	56.22
50.00			OCT 8	6.22
228.04	228.04		OCT 17	449.860D
3.00DM	251.98		OCT 20	704.840D
3.00DM			OCT 21	707.840D
225.00			OCT 28	932.840D
3.00DM			OCT 29	935.840D
1.03SC				936.870D

CODES:
D.R. — DEBIT REVERSAL
C.R. — CREDIT REVERSAL
C.M. — CREDIT MEMO
L.S. — LIST OF CHECKS
O.D. — OVER DRAWN
D.M. — DEBIT MEMO
R.T. — RETURNED CHECKS
S.C. — SERVICE CHARGE

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

October 31, 1969

Trial Balance

		Dr	Cr
1010	Cash in Bank Reg & Payroll		121 96
1030	Accounts Receivable C.E.P	-0-	
1310	Federal w/holding taxes Payable		1863 59
1320	Social Security taxes Payable		1078 52
1330	State w/holding taxes Payable		164 79
1360	Loan Payable		2800 –
1410	Contribution by C.E.P		1381 43
1631	Project Administration	14576 32	
1640	Employer's Cost Fringe	690 91	
1664	Insurance & Bonding	329 80	
1665	Office Equip - rental & lease	221 42	
1671	Expendable office Supp.	402 32	
1672	Communication	501 51	
1675	General	2321 61	
		19843 89	19842 89

G7213 GREEN 7213 BUFF

Cew 584.03

NOTICE OF NONSUFFICIENT FUNDS

11/07/69

PRESENTED FOR PAYMENT TODAY WERE THE ABOVE 1 CHECKS TOTALING 584.03 OUR RECORDS SHOW A BALANCE

OF 936.87- DUE TO INSUFFICIENT FUNDS WE HAVE CHARGED 3.— TO YOUR ACCOUNT NO. 535 591 2

PLEASE ADJUST YOUR RECORDS. IT WAS NECESSARY TO RETURN UNPAID ONLY THOSE ITEMS CIRCLED.

NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

GARY NATIONAL BANK
GARY INDIANA

CM 16

REGULAR CHECKING ACCOUNT
DEPOSITED WITH
GARY NATIONAL BANK
GARY, INDIANA

NAME Neighborhood Action Institute
ADDRESS 1700 Adams St
CITY Gary Ind
DATE 11-10- 19 69
FILL IN YOUR ACCOUNT NUMBER HERE 535-591-2
FOR BANK USE ONLY

PLEASE LIST CHECKS SEPARATELY	DOLLARS	CENTS
CURRENCY		
SILVER		
CHECKS Bal Ck.		
L + D	7549	80
TOTAL FROM OTHER SIDE		
TOTAL	7549	80

DUPLICATE OF DEPOSIT
RECEIVED FOR YOUR CREDIT TODAY
NOV 11 1969
GARY NATIONAL BANK
GARY, INDIANA

M. Burkhart

OFFICE OF THE CITY CONTROLLER
CITY OF GARY, GARY, INDIANA

FUND	PURCHASE ORDER NUMBER	AMOUNT	FUND	PURCHASE ORDER NUMBER	AMOUNT	FUND	PURCHASE ORDER NUMBER	AMOUNT	WARRANT NUMBER
90-MP	6,900	9,595.13							571.76

.00*
9,595.13Δ
2,000.00-
45.33-
7,549.80*

Deposit

PLEASE CHECK THIS STUB WITH AMOUNT DUE. REPORT ANY DIFFERENCES TO CONTROLLER'S OFFICE.

FORM G6 ⑦ Ad Craft Printers, Inc., Gary

=V4pd /

COLLATERAL NOTE

NEIGHBORHOOD ACTION INSTITUTE

LOAN NUMBER	DUE DATE	CLASSI-FICATION	ORIGINAL DATE	ORIGINAL AMOUNT	RENEWAL NUMBER	RATE	AMOUNT
114808	Sept. 2, 69	5				8	$ 2,000.00

APPROVED BY	INTEREST DUE
whl.	[illegible]

33 da (45 $\frac{33}{4}$

Gary, Indiana July 31, 19 69

Thirty (30) days after date, for value received, the undersigned promises to pay to the order of

GARY NATIONAL BANK, GARY, INDIANA

the sum of Two Thousand and no/100-- and 100 Dollars

and attorney's fees, with interest from date at the rate of eight (8%) per cent per annum until maturity, and interest at the rate of eight per cent (8%) per annum after maturity; negotiable and payable at GARY NATIONAL BANK, Gary, Indiana, without any relief whatever from valuation or appraisement laws.

The undersigned grant(s) to GARY NATIONAL BANK ("Bank") a security interest in the following property which has been or is hereby delivered, pledged, assigned and transferred to the Bank:

Assignment of C.E.P. Accounts Receivable

the total market value of which the undersigned represents to be $2,000.00, together with any deposit balance or balances of the undersigned in the possession of the Bank, which property is hereinafter referred to as "Collateral," to secure all obligations to the Bank of the undersigned, direct or indirect, absolute or contingent, now existing or hereafter arising, including, but not limited to, individual, joint, joint and several obligations of the undersigned as the maker, drawer, guarantor, endorser or surety of promissory notes, checks, bills, drafts or overdrafts ("Liabilities"). The undersigned warrants to the Bank that he is the lawful owner of such property, free of all claims and liens other than the security interest granted herein, with full right to deliver, pledge, transfer and assign such property to the Bank as collateral. In the event the undersigned fails to pay any of the Liabilities when due, or if the Bank shall deem itself insecure for any reason whatever, all Liabilities of the undersigned may, at the option of the Bank and without notice or demand of any kind, be declared, and thereupon immediately shall become due and payable. The Bank may exercise from time to time any rights and remedies available to it under the Uniform Commercial Code as in effect from time to time in Indiana or otherwise available to it, including those available under any written instrument relating to any of the Liabilities or any security therefor.

The Bank, from time to time, whether before or after any of the Liabilities shall become due and payable, may, without notice to the undersigned, (a) transfer all or any part of the Collateral into the name of the Bank or its nominee, with or without disclosing that such Collateral is subject to the lien and security interest hereunder, (b) notify the parties obligated on any of the Collateral to make payment to the Bank of any amounts due or to become due thereunder, (c) enforce collection of any of the Collateral by suit or otherwise, and surrender, release or exchange all or any part thereof, or compromise or extend or renew for any period (whether or not longer than the original period) any indebtedness evidenced thereby, and (d) take control of any proceeds of the Collateral. The Bank may, without notice or demand of any kind, appropriate and apply toward the payment of such of the Liabilities (whether before or after any of the Liabilities shall become due and payable), and in such order of application as the Bank may from time to time elect, any balances, credits, deposits, accounts or moneys which constitute Collateral hereunder. If any notification of intended disposition of any of the Collateral is required by law, such notification, if mailed, shall be deemed reasonably and properly given if mailed at least ten (10) days before such disposition, postage prepaid, addressed to the undersigned, either at the address of the undersigned appearing below, or at any other address of the undersigned appearing on the records of the Bank.

Any proceeds of any disposition of Collateral may be applied by the Bank to the payment of expenses in connection with the Collateral, including reasonable attorneys' fees and legal expenses, and any balance of such proceeds may be applied by the Bank toward the payment of such of the Liabilities, and in such order of application, as the Bank from time to time may elect. All rights and remedies of the Bank expressed hereunder are in addition to all other rights and remedies possessed by it. No delay on the part of the Bank in the exercise of any right or remedy shall operate as a waiver thereof, and no single or partial exercise by the Bank of any right or remedy shall preclude other or further exercise thereof or the exercise of any other right or remedy. No action of the Bank permitted hereunder shall impair or affect the rights of the Bank in and to the Collateral. The Bank shall be deemed to have exercised reasonable care in the custody and preservation of the Collateral if it takes such actiion for that purpose as the undersigned shall request in writing, but failure of the Bank to comply with any such request shall not of itself be deemed a failure to exercise reasonable care, and no failure of the Bank to preserve or protect any rights with respect to the Collateral against prior parties, or to do any act with respect to preservation of the Collateral not so requested by the undersigned, shall be deemed a failure to exercise reasonable care in the custody or preservation of Collateral.

The loan evidenced hereby has been made, and this Note has been delivered in and shall be governed by the laws of the State of Indiana. If this Note is not dated, when executed by the undersigned, the Bank is hereby authorized, without notice to the undersigned, to date this Note as of the date when the loan evidenced hereby is made. Wherever possible, each provision of this Note shall be interpreted in such manner as to be effective and valid under applicable law, but if any provision of this Note shall be prohibited by or invalid under such law, such provision shall be ineffective to the extent of such prohibition or invalidity, without invalidating the remainder of such provision or the remaining provisions of this Note.

NOV 10 1969
TELLER

ADDRESS

1700 Adams Street
Gary, Indiana 46407

SIGNATURES

Neighborhood Action Institute
Robert W. Jackson
By: Robert W. Jackson, Director

LD-1 C&J

For value received, the undersigned (who, if two or more in number, shall be jointly and severally liable hereunder) hereby unconditionally guarantee(s) the payment of the Note on the reverse side hereof and all extensions or renewals thereof, and all expenses (including reasonable attorneys' fees and legal expenses) incurred in the collection thereof, the enforcement of rights under any security therefor and the enforcement hereof, and waive(s) presentment, demand, notice of dishonor, protest, and all other notices whatsoever, and agree(s) that the holder of said Note may from time to time extend or renew said Note for any period (whether or not longer than the original period of said Note) and grant any releases, compromises or indulgences with respect to said Note or any extension or renewal thereof or any security therefor or to any party liable thereunder or hereunder, all without notice to or consent of any of the undersigned and without affecting the liability of the undersigned hereunder.

✓

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____

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INTEREST PAID $ 45^{33}_{7} **DATE** NOV 10 1968

#114808

ASSIGNMENT OF ACCOUNTS TO SECURE INDEBTEDNESS

TO: GARY NATIONAL BANK, Gary, Indiana

WHEREAS we, the undersigned, have heretofore made application to GARY NATIONAL BANK, Gary, Indiana, for a loan of money in the sum of $2,000.00; and

WHEREAS we are the owners of the following accounts receivable and notes receivable:

NAME AND ADDRESS OF DEBTOR	**AMOUNT OF ACCOUNT**
Concentrated Employment Program 738 Broadway Gary, Indiana	$2,000.00

WHEREAS said Bank is willing to loan unto the undersigned the sum of $2,000.00, provided that each and all of the above accounts and notes receivable are assigned to said Bank as collateral security for the repayment of said loan;

NOW THEREFORE, for value received and for the purpose of securing the repayment of said loan at maturity and of any extension of renewal thereof, we, the undersigned, do hereby sell, assign, transfer and set over unto said Gary National Bank each and all of said accounts and notes receivable hereinabove set out, with full right, power and authority in and to said Bank to sue for, collect, receive and receipt for same, or any part thereof, and to apply the proceeds thereof, of any, on said indebtedness.

To further induce said Bank to accept the assignment of said accounts and notes receivable as collateral for said loan, we do hereby warrant that said accounts and notes receivable and each of them are valid and subsisting accounts and notes receivable and that there are no set-offs or counter-claims against either one or all of them.

As a part of this assignment we do hereby further agree to affix to each of said accounts and notes receivable proper legends, evidencing the assignment thereof to said Bank; and that in case we fail to so do, said Bank shall have the right to so affix such legends thereto.

It is further agreed that the provisions and representations on the reverse side of this instrument shall be and are a part hereof and are incorporated herein as fully as though written herein, and that all representations made herein are representations of facts made to induce said Gary National Bank to make said loan unto the undersigned.

DATED at Gary, Indiana, this 31st day of July, 19 69

Neighborhood Action Institute

X Robert W. Jackson

By: Robert W. Jackson, Director

STATE OF INDIANA)
) SS:
COUNTY OF LAKE)

each being separately and severally sworn on oath depose and say that I (we) are the owners of the Accounts Receivable and Notes Receivable set out in the above and foregoing assignment;

That same and each of them are genuine and bona fide Accounts Receivable and Notes Payable, that there are no set-offs nor counter claims as against any one or more outstanding.

This affidavit is made in order to induce Gary National Bank to loan to the undersigned certain sums of money more particularly set out in the attached above and foregoing assignment.

Witness our hands and seal this 31st day of July, 19 69.

Neighborhood Action Institute

X Robert W. Jackson

By: Robert W. Jackson, Director

Subscribed and sworn to before me this 31st day of July 19 69

Vernetta B. Hall
Notary Public

My Commission Expires:
July 24, 1973

LD-46

We hereby acknowledge a copy of this assignment and agree to make payments of this account to Gary National Bank, Gary, Indiana.

Concentrated Employment Program
By: Sylvester Goodson
Date 8/1/69

City of Gary, Indiana
By: Jesse E Bell
Date 8/15/69

Wallace White
8-15-69

PROVISIONS AND REPRESENTATIONS

(1) The Assignee does not, by acceptance of the collateral, assume any duty to collect all or any part of the account assigned to it.

(2) The Assignee is granted, and if it so elects may exercise power and authority to collect, sue for and receive, adjust, compromise, settle and fully discharge, in its own name or in the name of the Assignor, at the expense of the Assignor, any and every account described in the assignment of which this is made a part.

(3) The Assignee is authorized to endorse in the name of the Assignor all checks, drafts, orders, notes, and other instruments payable to the Assignor, which may come into the hands of the Assignee.

(4) The Assignee shall have the right to give notice to debtors and others of the existence of this assignment, and to require that payment of assigned accounts be made to the Assignee only.

(5) The Assignor represents that the assigned accounts represent bona fide indebtedness which the debtor therein named is under valid legal obligation to pay when due, and that none of said accounts is subject to any right of deduction, set-off or counter-claim, unless otherwise expressly stated on the face of this instrument.

(6) The Assignor represents that no account, nor any part thereof hereby assigned, is subject to any prior lien or assignment, and the Assignor agrees that it will ear-mark and segregate the within assigned accounts upon Assignor's records, so that the same may be readily identified as having been assigned hereby as collateral, and that the Assignor will not assign said accounts, or any of them, to any other Assignee while any part of the indebtedness secured hereunder remains unpaid.

(7) The Assignor agrees to collect said accounts at its own expense as agent for the Assignee, and to immediately deliver to the Assignee all proceeds so collected.

(8) The provisions and representations herein contained shall be for the benefit of the Assignee, its successors and assigns, and shall bind the Assignor and the Assignor's heirs, legal representatives successors and assigns.

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 11/19/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
4.77					.75	4.02

CHECKS	DEPOSITS	DATE	BALANCE
			4.02
.75SC			

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE
CEP PROGRAM C/O ROBERT W JACKSON
1700 ADAMS ST
GARY IND 46407

ACCOUNT NUMBER 535-591-2

STATEMENT DATE 11/28/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
936.870D	2,919.90	8	1	7,549.80	1.15	3,691.88

CHECKS			DEPOSITS	DATE	BALANCE
584.03				NOV 7	1,520.900D
3.00DM	323.46	569.85	7,549.80		
569.85				NOV 10	4,562.74
432.57				NOV 11	4,130.17
246.02				NOV 21	3,884.15
86.12				NOV 25	3,798.03
105.00				NOV 28	3,693.03
1.15SC					3,691.88

CODES:

GARY NATIONAL BANK

GARY, INDIANA

STATEMENT OF

NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS
GARY IND 46407

ACCOUNT NUMBER 534-964-3

STATEMENT DATE 12/17/69

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS	NUMBER OF CHECKS	NUMBER OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS	SERVICE CHARGE	BALANCE THIS STATEMENT
4.02					.75	3.27

CHECKS	DEPOSITS	DATE	BALANCE
.75SC			3.27

CODES:

D.R. — DEBIT REVERSAL	L.S. — LIST OF CHECKS	R.T. — RETURNED CHECKS
C.R. — CREDIT REVERSAL	O.D. — OVER DRAWN	S.C. — SERVICE CHARGE
C.M. — CREDIT MEMO	D.M. — DEBIT MEMO	

PLEASE EXAMINE AT ONCE! IF NO ERROR IS REPORTED WITHIN TEN (10) DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT.

ACCOUNT NUMBER: 535 591 2
NAME: NEIGHBORHO

AMOUNT OF TRANSACTIONS: 584.03
AMOUNT INSUFFICIENT: 1,520.90-
NO. RT'D TODAY: 0
NSF CHARGE: 3 -

DATE OPENED: 269
O/D: 6
CKS. TODAY: 1
RT'D:
CURRENT BALANCE: 936.87-
AVERAGE BALANCE:
AVAILABLE BALANCE:

NO.

SEDFRE. 10 - 13 1969

RECEIVED OF Neighborhood Action Institute

Sixty dollars ——— 00/00 DOLLARS

FOR RENT OF

FROM Rent for Aug. & Sept. 19 TO 19

$ 60.00

Delores Freeman

MSS
546

SEDFRE

NEIGHBORHOOD ACTION INSTITUTE, GARY, INDIANA
GENERAL PAPERS

Box 24
Folder 10

State Historical Society of Wisconsin

Please Retain Original Order

Certificate A-1
5M—9-63

Julian Allen
2009 Bdwy. Gary, Ind.

775479

STATE OF INDIANA

DEPARTMENT OF STATE

CERTIFICATE OF INCORPORATION

BOOK 1028 PAGE 561

STATE OF INDIANA
LAKE COUNTY
FILED FOR RECORD
NOV 26 11 42 AM '68
ANDREW J. MICENKO
RECORDER

SECRETARY OF STATE

TO ALL TO WHOM THESE PRESENTS SHALL COME, GREETING:

WHEREAS, Articles of Incorporation, duly signed and acknowledged, showing no Capital Stock, having been filed in the office of the Secretary of State on the 12th day of November, 1968, for the organization of the

NEIGHBORHOOD ACTION INSTITUTE, INC.

under and in accordance with the provisions of "AN ACT" concerning domestic and foreign corporations not for profit, providing for fees, providing penalties for the violation thereof, and repealing certain laws." Approved March 7, 1935, as published at Page 557, Acts of 1935.

NOW THEREFORE, I, the Secretary of the State of Indiana, by virtue of the powers and duties vested in me by law, do hereby certify that the said organization is a body politic and corporate, authorized and empowered by the laws of the State of Indiana to proceed to carry out the objects of its organization.

In Witness Whereof, I have hereunto set my hand and affixed the seal of the State of Indiana, at the City of Indianapolis, this 12th day of November, 1968

Edgar D. Whitcomb
Secretary of State.

By...
Deputy.

BOOK 1028 PAGE 56[illegible]

Indiana Not for Profit Corporations.)
ribed by the Secretary of State

APPROVED
AND
FILED
NOV 12 1968
Edgar D. Whitcomb
SECRETARY OF STATE OF INDIANA

—a—

ARTICLES OF INCORPORATION

of

NEIGHBORHOOD ACTION INSTITUTE, INC.

The undersigned, being three or more natural persons of lawful age, at least a majority of whom are citizens of the United States, do hereby adopt the following Articles of Incorporation, representing beforehand to the Secretary of State of the State of Indiana and all persons whom it may concern, that a membership list or lists of the above named corporation for which certificate of incorporation is hereby applied for, have heretofore been opened in accordance with law and that at least three (3) persons have signed such membership list.

Be it further remembered that the following Articles of Incorporation and all matters heretofore done or hereafter to be done are in accordance with "An Act concerning domestic and foreign corporations not for profit, providing for fees, providing penalties for the violation thereof, and repealing certain laws," approved March 7, 1935, and all acts amendatory thereof and supplemental thereto.

1. The name of this corporation shall be Neighborhood Action Institute, Inc.

(Name must include the word "Corporation" or "Incorporated" or one of the abbreviations thereof.)

2. The purpose or purposes for which it is formed are as follows:

The Neighborhood Action Institute is a non-profit community agency structured to serve as an organized, centralized system for training professional and indigenous people involved in community programs. To engage in any lawful purpose or business whatever for which corporations may be organized under the Indiana General Corporation Act, Title 25, Chapter 5, Burns Indiana Statutes.

3. The period during which it is to continue as a corporation is perpetual years.

4. The post office address of its principal office is 401 Broadway Street,

Gary (City) Lake (County) Indiana (State)

5. The name of its resident agent is Eddye McCain

6. The post office address of its resident agent is 401 Broadway Street,

Gary (City) Lake (County) Indiana (State)

7. If the memberships are to be divided into classes the designations of the different classes, and a statement of the relative rights, preferences, limitations and restrictions of each class, together with a statement as to the voting rights of any such class:

Membership is not divided into classes. Those persons who are members are entitled to vote at the corporation's annual meeting.

—c—

8. The number of directors of this corporation shall be three (This must be an exact number and cannot be stated in the alternative.)

9. The names and addresses of the first board of directors are as follows:

Name	Street	City	County	State
John P. Friel	1358 Dearborn	Gary	Lake	Indiana
John Gibson	2544 Virginia	Gary	Lake	Indiana
Eddye McCain	2508 Central Drive,	Gary	Lake	Indiana

10. The names and post office addresses of the incorporators are as follows:

Name	Street	City	County	State
Eddye McCain	2508 Central Drive,	Gary	Lake	Indiana
Jesse Bell, Jr.	1755 Ellsworth	Gary	Lake	Indiana
Harriet Lampley	1201 W. 11th Ave.	Gary	Lake	Indiana

11. A statement of the property and an estimate of the value thereof, to be taken over by this corporation at or upon its incorporation:

NONE

12. Any other provisions, consistent with the laws of this state, for the regulation and conduct of the affairs of this corporation, and creating, defining, limiting or regulating the powers of this corporation, of the directors or of the members or any class or classes of members:

NONE

APPROVED AND FILED

Eddye McCain
EDDYE McCAIN

Jesse E Bell
JESSE BELL, JR.

Harriett Lampley
HARRIET LAMPLEY

A minimum of three of the incorporators designated in Article 10 on page —c— should sign above.

STATE OF INDIANA
COUNTY OF LAKE } ss:

Before me, Julian B. Allen, a Notary Public in and for said County and State, personally appeared

Eddye McCain

Jesse Bell, Jr.

Harriet Lampley

(SEAL)

and severally acknowledged the execution of the foregoing articles of incorporation.

WITNESS my hand and notarial seal this 29th day of October, 1968

Julian B. Allen
Notary Public.

My commission expires January 22, 1972

(Articles of incorporation must be prepared in triplicate on the form prescribed by the Secretary of State, by the incorporators and signed and acknowledged by at least three of them before a Notary Public, and shall be presented in triplicate to the Secretary of State at his office accompanied by the fees prescribed by law.)

This instrument was drafted by

Julian B. Allen, Esq.
2009 Broadway
Gary, Indiana 46407

NEWS MEMO... from

S. E. D. F. R. E.

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY inc.
THE LARGEST CIVIL RIGHTS TRAINING ORGANIZATION IN THE NATION

164 MADISON AVENUE / NEW YORK, N.Y. 10016 / PHONE: (212) 532-8216

PR

GARY, INDIANA

BACKGROUND:

The Neighborhood Action Institute is SEDFRE's three-part technical assistance and training program in Gary, run by Robert Jackson, 32 years old, of Washington, D.C. SEDFRE was invited to Gary in October, 1968, by Mayor Richard Hatcher, whose election victory on November 7, 1967, made him the first black mayor in the State of Indiana.

Racial polarization has been an increasing factor in the political life of the City of Gary, with a population of 179,000 (1965 estimate) that is 55 per cent black.

SEDFRE's program, which is detailed below, has a strong emphasis on ways of combatting polarization. It is SEDFRE's hope that its program of technical assistance in Gary will be applicable in other parts of the country as the demand for broader community participation increases.

I. ANTI-POVERTY AND URBAN RENEWAL AGENCIES

Metro Corps is Gary's anti-poverty agency, working through the federal Office of Economic Opportunity. Urban development of inner cities, razed by the urban renewal agencies, is being handled through the federally-sponsored Model Cities program--one of 150 throughout the nation--that has been funded for a planning year only, with action-year funding expected shortly. Both agencies concentrate their energies in a nine-block blighted area, though they are indeed concerned with the needs of people in all of Gary.

Both board members and staff of these agencies are for the most part individuals with little or no experience and/or skill in anti-poverty work. However, they have already demonstrated leadership ability in their communities.

To provide the necessary skills, and to achieve maximum coordination between the two organizations, SEDFRE is providing training and technical assistance to board members and staff of Metro Corps and Model Cities. One form that this assistance takes is the holding of quarterly workshops, in an out-of-town location, with 120 board people, and a six-man SEDFRE team, participating. The first of these was held in November, 1969; the next one is planned for March 7, 8 and 9 in Zion, Illinois.

Other workshops have been attended by the board of one group and the staff of another (January 17 and 31). A training/planning committee of five people from each organization to serve as a coordinating nucleus in between general conferences has been established and is responsible for supervising the staff and setting policy for the training program.

II. Employment

The job arm of the anti-poverty effort in Gary is the Concentrated Employment Program. It is funded by the U.S. Department of Labor and operates three centers to serve low-income people of all ages.

SEDFRE is most involved in the New Careers and Neighborhood Centers aspects of the Concentrated Employment Program. Here, the problem is complex; not only are staff personnel largely inexperienced, but it is people they are dealing with. The need, then, is for training personnel who can work with the unemployed and be sensitive to their feelings and needs.

To provide this quality, which may involve either a shift in attitude or a whole new way of looking at things, SEDFRE is conducting what are called awareness sessions. In terms of the staff as a unit, the problem is to develop indiginous leadership within the community, to accustom people who heretofore may have been loners to work as part of a team, and to get the strong leaders--at least one generally crops us--to start delegating responsibility and sharing authority.

In terms of the people they serve, these sessions are designed to develop positive, useful attitudes--there are members of minority groups who have adopted some of society's negative values towards, for example, welfare recipients, illiterates, the unskilled, or narcotics addicts and alcoholics.

III. CHURCH YOUTH GROUPS

In order to close the gap between the races in and around Gary, SEDFRE is serving as go-between for church groups in the largely-black central city and the all-white suburbs. An example of this is the 20 member youth group at Prince of Peace Lutheran Church in Merriville, Indiana (Rev. Lawrence Shaver, Postor). At the instigation of the white youngsters, SEDFRE is matching them with the youth group of a black Gary church, who will hold meetings of their respective ministers, workshops for the two youth groups, and conferences for their parents who make up the broader congregations.

IV. GENERAL PROBLEMS

SEDFRE staff have identified the following problems in Gary.

1. Achieving community unity. Despite the election for the first time of a black man as Mayor, "Black folks just aren't together."

2. It is the city that is poor, not its people.
3. Women on welfare need day-care centers for their children if they are to be able to go to work.
4. Glen Park, an all-white, middle class section of Gary, is trying to secede.
5. Absence of strong community organization.
6. Difficulty in getting poor whites and Latin Americans involved.
7. Lack of employment opportunities for women.

For Local (Gary) contact:

ROBERT JACKSON

Office:

1700 Adams Street
(Second Floor of the Neighborhood House)
(219) 885 4316

Home:

1720 West Fifth Avenue
(In the North-west end of town)
(219) 883 5585

FYI: Gary is about 60 miles from Chicago's O'Hare Airport; limo service on the hour. Most preferred place to stay is Holiday Inn, some three miles from the center of town. Car rental advisable.

GARY PROPOSAL

SEDFRE's Neighborhood Action Institute has been operating in Gary, Indiana, since October 1968, with a staff that has already grown from one to five. The Institute (NAI) is known as an independent agency, in Gary at the invitation of Mayor Hatcher. Its training programs have earned considerable trust and are widely utilized throughout Gary's black community.

Prime functions of the developing SEDFRE Gary ~~offices~~ program are: citizen and leadership trainigg, including community organization and ~~programs~~ preparation of ~~to train~~ paraprofessionail aides for civic and community ~~jobs,~~ service; technical assistance to newly elected officials and administrators; legal advice to city officials and neighborhood action groups.

Gary's ~~situation offers~~ critical needs offer a test of the practicality of three of SEDFRE's strongest national programs: leadership training, technical assistance and legal services. The essence of SEDFRE's considerable experience in each of these areas is being concentrated in an in-depth effort to provide supplementary services to Mayor Hatcher's office and to weld the community groups just now emerging into an effective force for change.

__Background__ SEDFRE was invited to Gary to help Mayor Hatcher bring about reform in a city collapsing from corruption and neglect. SEDFRE accepted the assignment on one condition: that it operate in its established pattern of communit education and action -- outside the Mayor's office, in community programs designed around the stated needs of the people themselves.

Despite the clear risk of possibly strengthening opposition elements Mayor Hatcher bought this approach and continues to encourage NAI independence in the black community.

__Program Specifics__ Through the Neighborhood Action Institute, SEDFRE has been conducting training programs for the past six months, concentrating on both staff members of public agencies and leaders of neighborhood projects. One emphasis has been on developing the skills of paraprofessionals; another on the creation of a cadre of aware and effective community leaders to guide both neighborhood-action and public-agency programs. Also, NAI has undertaken sensitivity programs aimed at opening communications between blacks, whites and Spanish-speaking Americans in Gary. (Sharp ethnic divisions and community fragmentation compound the problems of this beleaguered city. Registered black voters and white voters number roughly 33,000 in each group. The political balance of power lies with 8,000 registered voters from the Latin American community.)

Training programs use conventional and laboratory techniques to tackle both skill deficiencies and attitudinal roadblocks to black unity and community action. Administration aides have gained concrete help in such basic skills as report-writing, interviewing, conducting community surveys and analyzing the results of research. Neighborhood leaders have been helped to run meetings, plan strategy, raise funds, improve relations with the press. In addition to NAI's director and Latin American secretary, the training staff now includes three black Gary residents.

Technical assistance to Mayor Hatcher and his administration comes from both the Gary SEDFRE office (NAI) and the national organizational headquarters in New York City. In Gary, Robert Jackson, NAI director, provides training programms designed to increase the effectiveness of board members and staff of all Federal programs for the city: Concentrated Employment Program (CEP), Model Cities Program, METRO Corps (the federal anti-poverty program belatedly launched in Gary. ~~Training has~~ Also trained in these workshops, people working in the city-run Mayor's Youth Unit, the name given to the various programs of the city Division of Youth Programs. One important by-product of such training sessions is the improvement of interagency communication and the elimination of duplication of services. Nationally, James Felder, director of SEDFRE's Technical Assistance Program, has begun contacting newly elected officials throughout Indiana, with the help of NAI, in order to identify needs and launch training seminars or other ~~assistance programs~~ individualized assistance programs.

SEDFRE's legal services, headed by Carl Rachlin, have been extended to Mayor Hatcher's office and to neighborhood groups for innovative assistance on problems which cannot be handled locally (i.e., employment discrimination and school financing). This has helped make up for a severe shortage in Gary of attorneys experienced in the civil-rights field. More detail on the informal consultations and cooperative undertakings of Gary officials and SEDFRE legal experts is available upon request. ste

Program Potential Six months of work in Gary ~~has~~ has shown us the magnitude of the job to be done. It has also convinced SEDFRE of the great practical gains within reach -- IF we can intensify this multi-faceted concentration on one trouble city and its black leadership.

SEDFRE-stimulated and -guided training, technical assistance and legal programs are growing and taking root. They must not shrivel and die for lack of support. Indeed, generous backing at this critical stage in the program could enable SEDFRE to ~~[illegible]~~ raise its sights, testing a variety of ideas for new approach which would integrate all promising areas of SEDFRE involvement

The following budget for an expanded SEDFRE program provides the concrete deail of what we consider program essentials in Gary over the next 12 months.

1-22-69

Form Gary Institute For Leader Training

Creation of a Neighborhood Action Institute in Gary to provide leadership training for local organizatons was announced Tuesday night.

Bob Jackson, the director and lone staff member so far, explained to city councilmen the scope and purposes of the program which will be funded entirely by a private organization.

Jackson said the Scholarship Education and Defense Fund for Racial Equality (SEDFRE), a New York-based organization, is making a total of $50,000 available to Gary over the next two years.

Jackson is a former SEDFRE staffer in Washington, D.C., who was dispatched here to set up the institute.

It will be headquartered in the Gary Neighborhood House, 1700 Adams St., and will be staffed by four persons when it moves into full operaion.

Jackson explained that community organizations may call on the institute for assistance in developing leadership to streamline meetings, for example, or to carry out a successful fund-raising camaign.

He said organizations from all parts of Gary can receive the leadership training, but he didn't specify the kind of organizations that qualify.

The institute also will handle leadership training for the embryonic staffs and boards of such new government agencies in Gary as the Concentrated Employment Program (CEP), Model Cities and Metro Corps.

This particular type of training, however, will be done on a contractual basis with the institute being paid by the government agency.

Jackson, who lives at 1720 W. 5th Ave., introduced the program to councilmen and gave them an outline of its objectives.

It was the first public announcement of the program, though he said he has been in the process of setting up the institute here in Gary since last November.

Cite Hard-Core Jobless Decline

NEW YORK (AP) — The number of hard - core unemployed continues to decline.

The hard core, those out of work 15 weeks or more, numbered 323,000 in December, down from 350,000 in November. The December figure was the lowest in many years.

Many of the hard core have been hired by companies cooperating with the National Alliance of Businessmen (NAB). The NAB said its members already have hired 125,000 of the hard core and have set a goal for the fiscal year beginning July 1 to put another 200,000 on the job.

NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407
PHONE: (219) 885-4316

ROBERT W. JACKSON, DIRECTOR

PURPOSE: The Neighborhood Action Institute is a non-profit incorporated organization instituted in the City of Gary to provide leadership development training to all local neighborhood groups regardless to race, religion or national origin.

To meet this purpose the Institute will provide, on request, parliamentary procedure, skills development and sensitivity training to any community group

Neighborhood groups include: boards of churches, boards of neighborhood houses, boards of United Fund agencies, community action oriented groups and other civic related organizations.

OFFICERS:

Miss Jean Thurman, Chairman
2686 Jefferson Street
Gary, Indiana 46407
885-5071

Mrs. Ann Johnson
2085 Chase Street
Gary, Indiana 46404
944-9315

Miss Shirley Heinze
1 Shore Drive
Portage, Indiana 46368
9-762-1720

Mr. John P. Friel
1358 Dearborn Street
Gary, Indiana 46403
938-6142

Mr. Carl Guzman
301 King St./1136 W. 5th Ave.
Gary, Indiana 46404 /46402
949-3630 / 883-4159

Mr. Jerry Russell
1136 W. 5th Avenue
Gary, Indiana 46402
883-4158

Mrs. Mabel O. McClain
1201 Taft Street
Gary, Indiana 46404

FUNDING SOURCE: Scholarship, Education and Defense Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

a non-profit organization established to provide leadership development training to community groups.

The Neighborhood Action Institute is a non-profit incorporated organization established in the City of Gary on November, 1968, to provide leadership development training to all local neighborhood groups, regardless to race, religion or national origin. NAI is funded by the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE) of New York.

SEDFRE, like NAI, works at the grass-roots level to effect social change. These two (2) organizations assist local groups, on request, in solving individual and neighborhood problems and in providing an enviorment in which local citizens will take the lead in achieving their human and constitutional rights.

To meet this purpose the Institute will provide on request, parliamentary procedure, skills development and sensitivity training to any community group.

Neighborhood groups include: boards of churches, boardsof neighborhood houses, boards of United Fund agencies, community action oriented groups and other civic related organizations.

The staff of the Neighborhood Action Institute includes Robert W. Jackson, Director, Latanza Willis, Fred Minor and Hector Lopez, trainers.

The Neighborhood Action Institute is located at 1700 Adams Street and telephone number is 885-4316.

Govt

NEIGHBORHOOD ACTION INSTITUTE ~~RATIONAL~~

The Neighborhood Action Institute will be an organized, centralized system for training professional and indigenous people involved in the community programs, such as the CEP Program. This non-profit corporate entity will have the primary responsibility of disseminating techniques and methods in various aspects of community development. This will require the program to be intricately related to the developing community interest. Also, it is important that the program be independent and unrelated to any vested interest, polititcal or social.

The Neighborhood Action Institute would be governed by a Board of Directors, whose membership would be selected from the various community programs that are sub-contracted with the institute. Each program would be entitled to representation on the Board. Specific workshops, courses, or sensitivity training would be customized around the specific needs of the group or program that is engaged in the training process. The Institute would be a non-profit community agency structured to serve the developing needs of community groups or programs. Indigenous groups seeking business training could use this basic organization as a primary vehicle for meeting their training needs. The corporation would be contracted by various groups and exist on contractual funds which would offset their administrative and training cost. In addition, the Scholarship, Education and Defense fund for

Racial Equality will support the beginning efforts of the Neighborhood Action Institute by providing $25,000 for seed money for the inception of the program.

The scope of the operation will relate to specific leadership training for community development. Its major objective will be to train local leaders, professional or indigenous, so that they will be better able to deal effectively with their local community problems.

Traditional methods of training had developed systems which provided sterile forms of classroom learning which primarily related to only academic experiences rather than experential associations. Theoritical understanding of community education has developed forms which indicate that the best learning takes place when it is intricately related to ones current experience. Consequently, the milieu becomes the basic text and the past experiences of the individual dictates the teaching methods that should be used.

A viable training action program can serve as a specific mechanism as it relates all of its training thrust to the basic needs of agencies serving the community interest. Thus, it becomes a basis by which programs can become related as well as coordinated through a mechanized community vehicle. The Neighborhood Action Institute will be a catalyst for creating not only dialogue but new community dynamics within a coordinated framework.

The Institute coordinated basis for training will provide training for various programs within a coordinated context at minimal cost. The mere fact that staff members would be relating to the various interests needs of agency as they relate to the community needs. The ability for the institute to respond becomes more positive at minimal administrative cost.

$150,00?

The Institute will hire a Director, who would be a full-time Director with a cadre of principal staff primarily part-time and consultant staff to implement the on-going community training program.
The following is a breakdown of the administrative cost of the institute:

I	Director	$14,000
	A. Secretary	5,500
II	Rent	2,500
	A. Phone	600
	B. Equip. & Supplies	1,500
	C. Travel & Conferences	500
	TOTAL	$24,600

To summarize the Neighborhood Action Institute will be a vehicle to serve the needs of the community as a basis for equalizing the training experiences and needs of individuals who serve the community's interests. In addition, it will primarily coordinate and create the dialogue and dynamics that will eventually contribute to the basis of positive community development.

[C JAN 1969]

Neighborhood Action Institute Priorities

I. Clarification and priority of training objectives

A. To provide Leadership Development Training to Black and Latin Community.
B. To provide Leadership Development Training and skills training to public and private agencies on a contract basis.
C. To develop a network of specialists and trainers in the Midwestern region.
D. To sponsor, if resources permit, workshops to the broader community. This includes business, labor and White.

II. Midwestern Regional Office

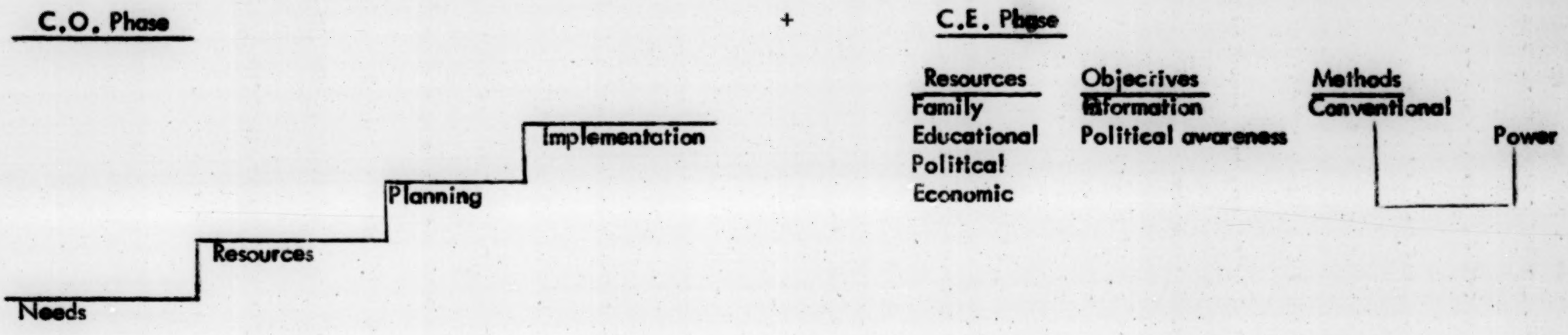
A. The Institute is Gary based, but shall become SEDFRE's Midwestern Regional Office, provide training on a contractual basis emphazising SEDFRE National Program
B. All other monies except CEP's, will be forwarded to the New York Office.
C. United Fund Agency, local foundations and study grants are other sources of capital.
D. SEDFRE to give 19 days at $100.00 per day.
E. SEDFRE to give N.A.I. $100.00 per month from March thru August.

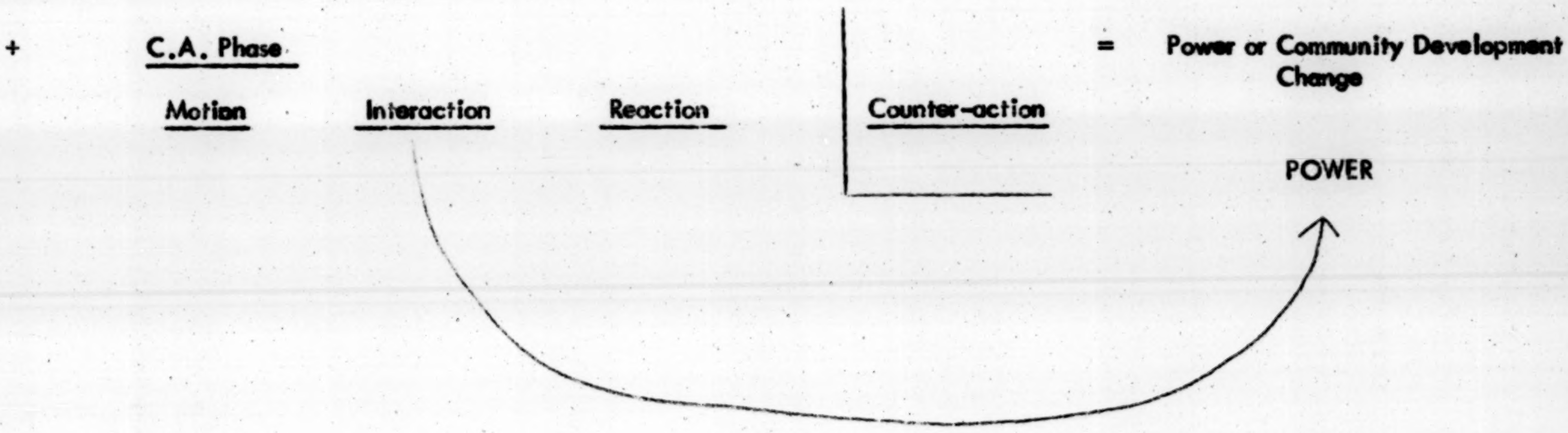
B U D G E T

Director	$	14,000.00
Secretary		6,500.00
Three (3) Staff $8,000.00 @		24,000.00
Rent / $30.00 per month		360.00
Travel 10¢ per mile/ 20,000		3,600.00
Supplies		1,200.00
Telephone		1,200.00
Staff Expense		3,600.00
	$	54,460.00

Possible Expansion to include:		16,000.00
Two (2) Mexican-Americans		
Budget after expansion	$	70,460.00

C.O. (Community Organization) + C.E. (Community Education) + C.A. (Community Action) = P. (Power)


C.O. Phase
+
C.E. Phase
Resources
Family
Educational
Political
Economic
Objectives
Information
Political awareness
Methods
Conventional
Power
Implementation
Planning
Resources
Needs


+
C.A. Phase
Motion
Interaction
Reaction
Counter-action
=
Power or Community Development Change
POWER

SEDFRE
National School Board Seminar
Planning Committee Meeting #1
9/7-8/68

Mr. M. Lee Montgomery
Office of Urban Affairs
Temple University
Philadelphia, Pennsylvania 19122

Dr. Jeanne Smith
347 Webster Avenue
Englewood, New Jersey

Mr. T.E. Patterson
Executive Secretary
Arkansas Teachers Association
1306 Wright Avenue
Little Rock, Arkansas 72206

Mr. Joseph L. Howell
Project Director
Research Council of the Great Cities Program
for School Improvement
1619 Massachusetts Avenue N.W.
Washington, D.C. 20036

Dr. John Brewer
Assistant Superintendent of
School Community Affairs
Pittsburgh Public Schools
341 South Bellefield Avenue
Pittsburgh, Pennsylvania 15213

Mr. Preston Wilcox
440 Riverside Drive #101
New York, N.Y. 10027

Mr. Samuel Simmons (J)
U.S. Commission on Civil Rights
1701 Pennsylvania Avenue N.W.
Washington, D.C. 20425

Mr. Gregory Simms
Deputy Director
New Jersey Community Action Training Institute
2465 South Broad Street
Trenton, New Jersey 08610

Mr. J.C. James
U.S. Department of Health, Education & Welfare
Washington, D.C.

Mrs. Susie B. Waldman
(SEDFRE staff)
164 Madison Avenue
New York, N.Y. 10016

Absent: Dr. Aaron Brown
NYC Board of Education

Mrs. Evelyn Rich
33-43 14th Ave
Long Island City, New York

Mr. Marvin Rich
Executive Director
Scholarship, Education & Defense Fund for Racial Equality, Inc.
164 Madison Avenue
New York, N.Y. 10016

Mr. Rornie M. Moore
Director, Leadership Development
Scholarhsip Education & Defense Fund For Racial Equality , Inc.
164 Madison Avenue
New York, N.Y. 10016

Laree Bell
Secretary to Ronnie M. Moore
164 Madison Avenue
New York, N.Y. 10016

SEDFRE 10/16/68

MEMORANDUM

To: Marvin Rich Ex Dir

From: Ronnie Moore

Re: Neighborhood Action Training Institute of Gary, Indiana

On Friday, October 11, I met with Jesse Bell, Administrative Assistant to Mayor Hatcher, of Gary, Forest White, Administrator of the Concentrated Employment Program of Gary, and representatives of the Office of Economic Opportunity and various public agencies in the city of Gary.

We discussed the Instutute, and everyone agreed that one should be set up; and that SEDFRE provide the seed money of $25,000, and the other agencies mentioned would sub-contract the services with the Institute for training services. Sub-contracts should total about $3,0000.

Within the next five days, at the most, the institute should be incorporated as a non-profit organization with tax exempt status being sought in the near future.

We discussed the administrative problems of the many agencies, (about who is to contract for services), and it was agreed that sub-contractors would meet with Robert W. Jackson, who is the director of the Instutute. I found the meeting satisfactory and I made the following financial arrangements with Robert Jackson, as to the breakdown of the SEDFRE grant:

1 As of October 28, 1968, Jackson, who presently resides at 810 Bellevue Street S.E., Apt.#103, Washington, D.C. 20032 - (202) 561-7246. Social security #: 577-4858-68, should be added to the payroll at an annual salary of $14,000. He will be added to our payroll, but will be repsonsible to the Board of Directors of the Institute.

2. SEDFRE will pay the salary of his secretary, at an annual salary of $6,500.

3. Personal expenses to Jackson should include; car allowance, moving expenses, and travel $2,000.

4. Supplies $1,000.

5. Telephone $75.00 per month.

6. Consultants $600.00 per year.

In addition to this amount, SEDFRE will provide staff and technical assistance for program curriculum and training staff development. This should sum up what went on and indicate where we begin.

The sooner Jackson is in Gary the sooner sub-contracts can be negotiated and the program started. The initial steps are simple; (1) We take Jackson on payroll, (2) Send him an expense advance of $300. so he can get to Gary, (3) We pay the salaries in the previous mentioned categories upon request.

SEDFRE

COMMUNITY ACTION TRAINING INSTITUTES

Introduction

The rapid emergence of indigeneous leadership and the increasing complexity of the problems they face makes the creation of local training vehicles an urgent and imperative prerequisite. Education for action is a necessity. Local groups want membership involvement and training. Poverty corporations which now must fork up 20% of their funds, often cut their training budgets. Community trainers which generally should be non-professional must be developed to train other non-professionals and professionals for both and private and public agencies, e.g. C.E.P., Welfare Departments, Police officers. SEDFRE can assist local communities in setting up self supporting institutes to meet the on-going training needs of citizen leaders, professionals and paraprogessionals. Whereas organizing has a primary function, building a community , education must parralell social growth to insure understanding and committment. The institute must have a coordinated framework and community based instead of university based.

Objectives:

1. Community leadership training.
2. Tension reduction and communication development among minority groups and opposing forces: city hall, policemen, newspapermen and similar bodies.
3. Staff development for public and private agencies.
4. Consultation on public and industrial programming for ghetto areas.

Significance - dialogue, expertise training, indigenous trainers to train Black Americans.

Structure

Policy making - There should be a community (advisory?) board composed of representatives form community groups, industry, education and other bodies in order to secure cross the board community representation.

Staff - Although the personnel structure should be flexible and optional based on the interest, size and financial resources of the community, usually a staff should consist of a director, a secretary, and (four?) full time trainers, and one full time research staff associate.

Director - Administrative and fund raising capabilities. Able to relate to grass roots organizations and financial supporters who may or may not be militant. Experience in community organization and training.

Secretary - Clerical experience, typing and shorthand.

Trainers - Community activists who are willing to learn conventional and laboratory training methods. Genuine interest in the field of training, demonstrated patience and tolerance.

Research Staff Associate - Person who can analyze community resources and discover economic and political power bases.

Consultants - To be retained for specialized training.

Relationship to SEDFRE

SEDFRE will give technical assistance regarding staff development, formation of corriculum, specific problems, fund-raising, research, and materials development. Additional assistance in areas of program (arbritration?) and up-to-date reporting on training programs, techniques and design will be also provided.

Facilities - The institute requires office space for personnel, storage room for materials, and conference rooms for small group training sessions.

Curriculum

Communication Development - Study of attitudes which present activists from functioning effectively. It deals with increasing one's ability to perceive, observe, listen, and to be opened when speaking under tension.

Public Programs - Study of programs available through public and private agencies.

Skill Training - Leadership techniques, including negotiations, money raising, public relations,public speaking, conducting meetings, parliamentary procedures and realted work skills.

Citizenship Education - Study of political organization process and acumen.

Community Analysis - Study of geographic boundaries, housing division, power bases, industrial units, and city planning.

Public Finance Public administration, budgeting, enconomic resrouces.

Staff Development - Development of training designs, that enable professionals and paraprofessionals to function effectively.

Funding

The institute should be a tax exempt non-profit corporation whcih supports itself theough private contributions, public funds, e.g. training grants from governmental agencies, foundations in its locality, and other sources suggested by its board.

**SCHOLARSHIP, EDUCATION
AND DEFENSE FUND FOR
RACIAL EQUALITY, INC.**
164 Madison Avenue
New York, N.Y. 10016
(212) 532-8216

OCTOBER, 1968

Marvin Rich,
Executive Director

BACKGROUND INFORMATION

The Scholarship, Education and Defense Fund for Racial Equality, Inc., commonly known as SEDFRE, is an independent national organization formed in September, 1962 to assist local community organizations and civil rights groups.

Its major objective is to train local leaders so that they will be able to deal effectively with local problems.

Other SEDFRE services - scholarship assistance, specialized legal action, information activities on welfare and related government assistance - are essential parts of this program. They help to stimulate and encourage local leadership and to give it support that is not available elsewhere.

SEDFRE works at the grass-roots level to effect social change. Its 22 staff members assist local groups, on request, in solving individual and neighborhood problems and in providing an environment in which local citizens will take the lead in achieving their human and constitutional rights.

SEDFRE concentrates on four closely related activities:

LEADERSHIP TRAINING SEDFRE's leadership development programs answers the fast-changing needs of local grass-roots leaders, offering tailor-made workshops, night classes or other training situations which bring the activists together with those who can best provide needed information, skills and insights. Key to the effectiveness of SEDFRE-sponsored workshops is a national network of expert resource persons, each of whom has demonstrated an ability to communicate and relate well to community workers.

In the past year, SEDFRE has sponsored seminars and workshops for more than 4,900 citizen-leaders from 123 communities in 25 states -- workshops dealing with legal, economic, political and social problems. Participants have been helped to meet a wide range of needs -- from voting rights and improved schools to street lights and better job opportunities. Some of SEDFRE's workshops serve as an introduction to the broad range of practical training available. Others are keyed to specific problems, such as cooperative development; the role of the black college student; campaigning techniques; the securing of welfare-rights; the demands of holding public office. Participants have included farmers, students, lawyers, welfare recipients, policemen, suburbanites, big-industry personnel, elected local officials, volunteer community leaders and representatives of other segments of the community.

Of those who attended SEDFRE citizen education workshops, more than 50 have been elected to office. Other participants have assumed leadership in a variety of successful campaigns for community improvement. This workshop series has instructed community leaders in the political realities: precinct organization, campaign management, getting out the vote. Such workshops, building on the voter-registration drives of SEDFRE and others, helped forge a new Negro political strength and sophistication.

Last year, this SEDFRE program concentrated more than ever on workshops helping people organize politically, run successful campaigns and actually win office. The number of Negroes elected, even in deep Southern outposts, did in fact increase dramatically. With this rise has come a correspondingly dramatic need for skill training for the newly elected public official: school board member, sheriff, justice of the peace, legislator.

Plans are underway for a National Conference of Black School Board Members in 1969, a major effort to train some 200 school officials in the effective administration of their duties. The forthcoming Conference is an outgrowth of SEDFRE's pioneering Seminar for Newly Elected School Board Officials held in August 1967 for 35 Southern school board members, the first elected to such posts in the region.

In close contact with the probable winners of the November 1968 election, SEDFRE anticipated their needs in its newly funded Technical Assistance Program for Newly Elected Public Officials. This will provide expert help enabling the newly elected to perform unfamiliar duties with a high degree of competence which can advance the whole cause of equality of treatment and opportunity in their communities.

In the economic arena, SEDFRE during 1968 greatly intensified its effort to assist a network of Southern economic cooperatives, faced with serious training needs. Co-ops present one of the few practical hopes available to farmers, being automated out of a livelihood in the South. The Southern Cooperative Development Program and the Federation of Cooperatives are growing enterprises, drawing staff from people "left over" from the voter-registration movement which swept the South so dramatically in the mid-sixties. The grass-roots leaders who emerged during this exciting and productive period were maids, farmers, housewives, ministers -- people who got a touch, but only a touch, of the skills needed to bring about real change. Training has been taking place at several levels: staff development, Board training, membership education and managerial development. SEDFRE has undertaken all but the technical managerial training.

SEDFRE's non-ideological approach and expertise in training has proved highly useful: its practical applications continue to multiply as the needs of black leaders change. SEDFRE has stimulated unified community-wide action in a variety of situations and places where internal conflict or intergroup friction has negated progress. A workshop, for example, on police-community relations brought together police officers and community activists in a primarily white suburb. An institute on community problems assembled Negroes, Puerto Ricans and Jews. A clinic on the techniques of non-violent action was conducted during the Poor People's Campaign, reaching a mixed group of poor people's leaders representing American Indians, Mexican Americans, Appalachian whites and blacks ranging in ideology from integrationist to nationalist.

(more)

SCHOLARSHIP AID The Eleanor Roosevelt Scholarship Program of SEDFRE, now in its fifth year, provides aid to young people, Negro and white, who have shown exceptional qualities of leadership and commitment in the civil rights movement.

Recipients are young people in whom the civil rights movement has developed a driving desire for the higher education they consider essential if they are to fulfill themselves as individuals and as community leaders.

In 1963, when the scholarship program was established, only two scholarships were awarded. The total rose to eight in 1964, 25 in 1965, 54 in 1966 and 56 in 1967. Fifty-nine SEDFRE-sponsored students have already earned their degrees. These young men and women are now serving as social workers, teaching, practicing law and making their influence felt in their communities. Several have been awarded advanced degrees.

Although scholarship holders are young people of initiative and character, it is unlikely that they would have completed their education unaided by SEDFRE. Some of them had been denied scholarship grants from other sources because of their civil rights activities.

In some instances, their community work had led to expulsion from the only college they could afford on their own or had resulted in dismissal of their parents from their jobs. Several, with the aid of SEDFRE scholarships, became the first Negro students to attend previously segregated colleges, a venture for which the usual scholarship grants are not available. Several white students, backed by SEDFRE aid, entered previously all-Negro institutions.

LEGAL ASSISTANCE SEDFRE's legal program is designed to meet the needs of the discriminated-against and the poverty-stricken. We give legal service and act as General Counsel to numerous community organizations throughout the U.S. -- welfare rights groups, tenant groups, national organizations, community corporations -- working directly with those of their members who require assistance. In 1967, for example, our attorneys were able to secure more than $400,000 in benefits unlawfully denied welfare clients.

Thanks to a pioneering law internship program which functions the year round, a broad range of legal work can be undertaken. Six students from three New York City law schools work on a combined weekly schedule totalling close to 100 hours, providing professional legal staff assistance and accruing practical training in the specialized field of upholding the rights of the poor. The legal department is thus able to deal on a continuing basis with consumer, welfare, school and housing problems, and to keep abreast of the general legal and sociological needs of ghetto residents.

Through a joint program with Northwestern University School of Law, SEDFRE is also engaged in a nationwide program to train lawyers in the handling of employment discrimination cases.

We also handle, and win, cases of the more traditional civil rights type. A recent victory against the Campbell Soup Company in South Carolina caused this giant corporation to make major changes in its employment practices. We were also successful in an action in California to uphold the refusal of a welfare worker to take part in midnight visits to homes of welfare clients on the grounds that such visits are invasions of the right of privacy.

In addition, SEDFRE maintains a general legal assistance service, particularly in the area of consumer fraud in New York, and a legal staff in Louisiana.

(more)

WELFARE SEDFRE is seeking better ways to acquaint welfare clients with their rights under the law, encouraging them to take the steps necessary to make sure that their rights are respected.

In May, 1966, the organization started a demonstration and information program in Newark, New Jersey, to give welfare recipients a new sense of dignity and worth, and to halt the neglect and exploitation which they often suffer.

In the Newark project, SEDFRE published information guides and special category brochures for the impoverished in both English and Spanish. This printed material, compiled with the assistance of SEDFRE staff, helps take poor persons step by step through the process of meeting eligibility requirements and securing their full rights under the law. It also aids welfare recipients to obtain special allowances to which they may be entitled and provides information on grievance procedures.

MATERIALS A series of simply written how-to manuals on the basics of effective action for local groups includes: Political Strength - How to Get It, Negotiation: A Tool for Change, and How to Raise Money for your Organization. More such guides are in preparation.

FUNDS Funds for SEDFRE's diverse activities come from varied sources. These include more than 16,000 individual contributors and a number of foundations.

Among foundations and organizations which have provided significant aid to SEDFRE are: Corning Glass Works Foundation, Ernst Foundation, Executive Council of the Episcopal Church, Field Foundation, Ford Foundation, Thomas and Audrey Hess Foundation, International Ladies Garment Workers Union, Irwin-Sweeney-Miller Foundation, J. M. Kaplan Foundation, New Land Foundation, New York Foundation, Aaron E. Norman Fund, Normandie Foundation, Ottinger Foundation, Overbrook Foundation, Samuel Rubin Foundation, Sachs Foundation, Shanti Foundation, Stern Family Fund, Taconic Foundation, United Presbyterian Church, Wechsler-Forrest-Slater Foundation.

Since its formation in 1962, SEDFRE has shown steady growth in income and program expenses. The following chart reflects this growth.

Year Ending	Income	Expense
8-31-63	$ 9,000	$ 2,600
8-31-64	92,000	41,200
8-31-65	191,300	194,600
8-31-66	256,900	285,900
8-31-67	303,600	339,000
8-31-68	375,000	375,000

BOARD Policy of SEDFRE is made by an active Board. The Board meets five times a year. An executive committee of ten meets in the intervening months. The Board functions through a network of active committees assigned responsibility foreach of the major program areas. Members of the Board are President, Andrew E. Norman; Vice Presidents, William S. Ellis, Nannette Sachs; Secretary, Ezra Levin; Treasurer, Shelley Appleton; Chairman, Nils R. Douglas; and James Baldwin, Katrina McCormick Barnes, Prof. Allen Barton, Representative Jonathan Bingham, Canon James P. Breeden, Robert Curvin, Charlotte Devree, Robert F. Drinan, S.J., William Ellis, Michael O.

(more)

Finkelstein, Doris Freedman, James T. Harris, Jr., Claude Heckscher, Norman Hill, Arthur Kimmelfield, Dr. Archie Lacey, Jeremy Larner, Jo-Ann List Levinson, John Lewis, Leon Modeste, Henry Morgenthau, III, Dr. William Stuart Nelson, Edward W. Norton, Richard G. Schwartz, Elaine Slater, Norman Thomas, Rowland Watts.

STAFF SEDFRE staff has grown in the past two years from two to 22. Program staff members have a history of active participation in the civil rights movement. This has been crucial in securing maximum acceptance of SEDFRE program by local groups.

Staff members include:

Marvin Rich, Executive Director, who was previously Community Relations Director of CORE (October, 1959 through April 1965) and had prior experience in the trade union movement.

Carl Rachlin, Legal Director, is currently Chairman of the Lawyers Constitutional Defense Committee, and is a member of the committee on civil rights and responsibilities of the American Bar Association.

Ronnie Moore, Leadership Training Director, was for five years Director of the Louisiana Project and has extensive background in Southern voter registration and community organization problems.

James Felder, Director of the Technical Assistance Program for Newly Elected Public Officials, is an attorney, formerly the South Carolina director of the Voter Education Project, and for 15 months served as administrative assistant to Congressman John Conyers.

Julian Bond, Consultant to the Technical Assistance Program for Newly Elected Public Officials, is a Georgia state legislator; previously, he was publicity director of the Student Non-Violent Coordinating Committee.

Spiver Gordon, Staff Associate, has been active in community organization in Louisiana and northern Florida since 1962.

James T. McCain, Director of our Citizen Education Project, was formerly Director of the South Carolina Council of Human Relations and Organization Director of CORE. He was also Dean of Men at Morris Brown College.

Henry G. Smith, Jr., Staff Associate, former commissioner of Suffolk County Economic Opportunity Commission and officer in union, civic and fraternal organizations. Member of Governor Rockefeller's committee on Migratory Workers.

Edward L. Cole, Staff Associate specializing in co-operative development, was formerly training director of the Child Development Group of Mississippi.

David Helper, Staff Associate, was a public school-teacher in Florida and served as a volunteer community organizer in the northern part of the state.

Shirley Lacy, Director of the Welfare Rights Project, is a former case worker, member of the National Action Council of CORE and a specialist in urban problems.

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Andres Flores, Staff Associate, a recent graduate of the City College of New York, has a range of teaching experience: in a Bronx Urban League Street Academy, in a city elementary-school summer program, and in an adult voter-education program run by a Puerto Rican drivers' association.

In addition, we function through a network of more than 1,000 attorneys, a few on retainer, most volunteers. Also, we have a number of volunteers working on our Scholarship Program. The faculty in our Leadership Training Program makes extensive use of volunteers.

Bob Jackson - Former Executive Director of a private Community Action Organization. Was organizer of several Community Action groups in Washington, D.C. Now directing Neighborhood Action Institute in Gary, Indiana.

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Scholarship, Education & Defense Fund For Racial Equality
164 Madison Avenue
New York, N.Y. 10016

QUESTIONNAIRE/INTERVIEW GUIDE

National Conference of School Board Members (1968-69)

Information For Participants and "Resource Persons"

This four-day Conference, to be scheduled for a Thursday-Sunday period during the 1968-69 school year, will bring together some 150-200 black school-board members and candidates from both Southern rural school districts and large-city ghetto neighborhoods. In addition, there will be a number of "resource persons" who are not members of school boards, but who are very much involved in public-school problems from different sides of the fence. Some will be active leaders of parent associations or other community organizations interested in education. Others will be Negro teachers, school principals or administrators. Each participant will be someone who is interested in good public-school policy. The faculty will include government education experts, lawyers, members of school boards, community activists, and professional trainers.

Conference workshops will be designed to accomplish three main purposes: (1) to develop the skills of school board members to deal more effectively with their school-board duties; (2) to discuss and better understand the major issues and problems plaguing public educators today; and (3) to identify and promote school programs and teaching techniques with a high degree of relevance for the Negro pupil.

To be effective, this Conference must deal with the real problems each participant faces in his or her own school district. The following questions are designed to give SEDFRE's training staff some idea of: (1) who you are; (2) what information and skills you would like to learn in order to perform your job more effectively; and (3) which discussion issues interest you most and relate most directly to the problems you face in your school and community.

I. PERSONAL INFORMATION QUESTIONS
(Answer all questions)

Name: ______________________ Telephone Number ____________

Address: ______________________ City ____________ State ______

How long have you lived in this school district? ____________

If you are a "newcomer" to the area (five years or less), in what state did you live most of your life? ____________

Occupation: ______________ Years of schooling: ____________

☐ Single ☐ Married Occupation of wife or husband: ____________

Number of children: ______ Their age range ______ How many in public school ______

Other relevant personal information ______________________

____

II. EXPERIENCE IN RELATION TO SCHOOL-BOARD INTERESTS
(Answer either A or B)

A. Question for participants who ARE School Board Members or candidates

1. How did you win your school-board office?

☐ I was elected.

☐ I was appointed.

☐ I was recently a candidate, or plan to run for the school board in the future.

2. How long is your term of office?

My term runs from ____________________(month), __________(year),

until ____________________(month), ______________(year).

3. How many years have you served on school boards altogether? __________

4. What Board Committees do you serve on? (Indicate whether you are a Committee Chairman or member) ______________________________

5. How do you relate to other members of your school board? __________

____

____

____

B. Question for "resource persons" -- participants who are NOT School Board Members.

Describe briefly the kind of dealings you have had, or are likely to have with school board members. ______________________________

____

____

____

III. OTHER EXPERIENCE IN PUBLIC EDUCATION AND COMMUNITY SERVICE
(Answer all questions)

A. Have you ever been employed by the public schools? ☐ Yes ☐ No

If you answered yes, in what capacity? ______________________________

____

____

B. Have you been active in voluntary parent-teacher organizations like the PTA, Congress of Parents, etc.? ☐ Yes ☐ No

If yes, what group? ______________________________

For how long? ______________________________

On what particular programs or goals were you working? ______________________________

____

C. Are you an active member of any professional education association?

☐ Yes ☐ No If yes, what group? ______________________________

Length of membership ______________ Special programs of interest

____

D. Have you been active in community-organization or civil-rights action groups? ☐ Yes ☐ No

If yes, name the groups with which you have worked: ______________________________

____

Name any offices you have held ______________________________

Describe the particular community programs on which you worked most actively: ______________________________

____

____

IV. QUESTIONS TO HELP US PLAN A CONFERENCE AROUND YOUR SPECIAL NEEDS AND PROBLEMS

A. Many of the "teachers" at this Conference will be successful members of school boards who have learned by doing. You can profit from their experience. They got their expertise the hard way: by making mistakes, trying again, finding the techniques and skills that work best. You can learn much of what they learned at a Conference workshop.

To help us plan workshops that meet your situation, let us know now what your biggest problems are in public-school matters. We can then invite just the right people to help you and other participants deal more effectively with your specific problems.

Describe briefly the most important problem area in which you could use some help and add to the discussion yourself: ____________________

____

____

____

B. What kind of discussion session do you feel would be most useful? (Read through the following list of suggested discussion issues and problems. We need to know what you think are the key issues in education today. Pick the three subjects which seem most vital to you. Check three, and number them 1, 2, and 3 in order of the importance you assign them).

☐ School desegregation and racial isolation.

☐ Getting the resources needed to create quality education in under-privileged schools.

☐ Decentralization and community involvement in local schools (new teaching techniques, hiring of non-white teachers, principals, revised curricula, and new textbooks, for example, to include black history, and related matters).

☐ Minority-group participation in school planning and administration.

☐ Use of paid teachers' aides in schools in underprivileged areas.

☐ Relationships between parent or community-groups and school-board members.

☐ Relationships between teacher, board-member and central administration.

☐ Implications of the Report of the National Advisory Commission On Civil Disorders (Kerner) and other new studies of racial unrest.

☐ Others (write in any other issue or pinpoint more clearly the key issue in public education today as you see it). ____________________

____

____

____

C. What kind of information sessions would you find most useful? (CHECK whichever of the following suggestions interest you particularly. DOUBLECHECK those which seem to match your special needs).

☐ ☐ The special responsibilities of black school-board officials today.

☐ ☐ How to get schools in on Federal programs of assistance to local school districts (like remedial education for adults, job training and opportunities, special programs for underprivileged children).

☐ ☐ History of school boards in the United States

☐ ☐ Program planning and budgeting systems for school districts.

☐ ☐ Financing the schools: taxes, bonds, borrowing, contracts, and suits.

☐ ☐ Collective bargaining in public education.

☐ ☐ Selection of sites, facilities and teaching equipment.

☐ ☐ Separate workshops for regional problems

☐ ☐ New curriculum and textbook resources

☐ ☐ Others (write in any other suggestions for information sessions) ______________________________

____

____

D. What kind of skills are you most eager to learn?
(Check any of the following skills which you want to develop and use effectively in your work for the community.

☐ Collaboration: cooperation with all community groups.

☐ Community organization within the minority-group community.

☐ Parliamentary procedures, leadership of meetings, participation in meetings.

☐ Negotiations tactics and strategy.

☐ Public speaking

☐ Fund raising

☐ Publicity and handling the press

☐ Research

☐ Bookkeeping and fiscal management

☐ Workshop-education techniques and practice in group training.

☐ Campaign skills and political strategy.

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.
164 Madison Avenue, New York, N.Y. 10016 212 / 532-~~8226~~ 8216

National Conference of Black School Board Members, January 16-19, 1969, at
Airlie House, Warrenton, Virginia

CURRICULUM -- First Draft (October 15, 1968)

THURSDAY, January 16

Morning: Warm-up sessions
Afternoon
and night: Goal-setting

9:00 a.m. - 12:30 p.m.	Registration Housing Presentation on the history and development of school boards. (Complete reference paper being prepared for distribution to all participants as take-home material.) Informal Group Discussions: Participants will meet in small groups at random to discuss back-home problems of schools. Purpose: to set informal atmosphere of this Conference and at the same time to precipitate dialogue between participants and faculty. Discussion leaders will be on hand to get geographic mix into "random" groups and to help lead conversations which develop. Desired size of conversation groups: 10-12.
12:30-1:30 p.m.	Lunch
1:30-2:30 p.m.	Small Group Sessions on goals. Purpose: to set and examine Conference goals, with an emphasis on defining the current problems confronting black school board officials. Participants will be divided into groups of 10 to discuss (and later report on) the main problems confronting school board officials as these discussants see the situation. Each group will be asked to set a priority on the personal goals its members would like to fill at the Conference: specific information wanted, skills people desire to learn, self-awareness participants hope to achieve. Each group must select no more than 5 specific goals to present to the plenum session. Each group must select one spokesman to report to general session and keep notes for written report of its discussion.

(Note: We anticipate that current goals and problems will be concentrated around two principal current concerns: 1) problems attendant upon desegregation, integration and consolidation in Southern and small-town school districts; and 2) problems arising from the trend toward decentralization and community control(in big-city ghetto districts).

more--

2:30-3:30 p.m.	General session on goals. Paticipants talk. Representative of each group will present his report on the needs and objectives of trainees as decided upon in his group. Total group will then examine the similarities and differences of the various reports, and develop a list of 25 goals (out of a possible 90, assuming 18 groups of 10) which they think can be achieved at the Conference. Changes will be made in the advance curriculum based on participant recommendations and the availability of appropriate resource persons.
3:30-4:00 p.m.	Coffee break
4:00-5:00 p.m.	General session on goals, continued.
5:00-6:30 p.m.	Recreation and cocktails
6:30-7:30 p.m.	Dinner
7:30-8:45 p.m.	General Session formally opening Conference. Introduction of keynote speaker by Julian Bond Keynote address by the Hon. Wilbur J. Cohen, Secretary, U.S. Department of Health, Education and Welfare.
8:45-10 p.m.	Informal sessions Entertainment

MIDWAY DAY A (Friday or Saturday)

Morning: Attitudes and Community Accountability
Afternoon and Night: Effective Black Membership on School Board Committees

9:00 - 9:30 a.m.	General session on attitudes and community accountability. Brief presentation on the special responsibilities of Negro school board officials. (Discussion starter to be developed, based on Joseph Howell's diagram-analysis of attitude progression toward goal of effective black board membership.)
9:30 a.m. - 12:30 p.m.	Small-group sessions on attitude-exploration. Total group will be again split into the random groups of 10 which worked on goal-definition Thursday afternoon. Exercise: Chart of 12 popular catch-phrases (black is beautiful, things are changing, burn-baby-burn, black power, green power, etc.) will be given to each participant to react to and evaluate. Trainers (Planning Committee) will encourage participants to discuss their reactions honestly and openly and to listen to reactions different from their own. Which phrases represent negatives, which positives, which neutrals? What are these phrases: values? self-images? norms of behavior? bags? hang-ups? Limited goal: some exploration of attitude differences within a group agreed upon certain ultimate objectives. Broader goal: learning to accept differances and work together.
12:30 - 1:30 p.m.	Lunch
1:30 - 2:00 p.m.	General Session on Board Committees. Workshops on this topic will occupy remainder of day (1:30-9:30 p.m.). Introduction to the day's agenda will be a 10-minute talk outlining the policy-making significance of Committee operations, urging trainees to avoid non-basic assignments and concentrate on getting appointed to three key Committees: Personnel, Finance, Curriculum. Group will then be split into three subgroups for initial socio-dramas, involving participants directly in the experience of securing -- or failing to secure -- an important Committee role. (Role-play guidelines to be developed.)

-more--

Then sub-groups of 60 will attend three simultaneous workshops on the three key committees, each running 1½ hours. (Each workshop repeated three times to cover three sub-groups of 60.) A special how-to manual will be prepared on each of the three topics, by an outside expert.

00 - 3:30 p.m. Workshop period #1
:30 - 4:00 p.m. Coffee break
:00 - 5:30 p.m. Workshop period #2
:30 - 7:30 p.m. Dinner
8:00-- 9:30 p.m. Workshop period #3

1. Personnel Committee. Special responsibilities of black school board members serving on personnel committee call for special information, skills. Member needs the ability to identify an able, competent superintendent who in turn will hire the right administrators and teachers. The role of the Board Member is not to hire teachers, but to guard against emasculation of school-board policies by top school staff. Personnel Committee is a key spot for minority-group school board member, since recruiting competent personnel, from superintendent down to teacher, is a critical educational need.
   Materials: how-to manual with theme of how to identify good change-producing personnel. Will include some indication of any available national resources for recruiting candidates for top school vacancies, and will recommend ways to promote effective black educators already employed in the school system.

2. Finance Committee, This committee is crucial since the key to school reform is money. Workshop will tackle basics, like how to read and analyze a budget, plan programs, look for new sources of financing, evaluate site selection. Will include information on legislation, federal and state, offering aid to local school districts (NDEA, Civil Rights Act; anti-poverty programs, etc.) Will present changes in administrative practices (Detroit is suing the state over the amount given to disadvantaged children; a similar dispute is occurring in California.) Point: to learn how the system works and how to get the good out of it for Negro youths. Workshop will also get into the subtleties, helping trainees recognize when they have a superintendent who won't touch federal funds for fear of community reaction.
   Materials: Sample school budgets and exercise; how-to guide on understanding the basics of public-school financing in order to produce changes beneficial to black pupils. Directory of federal programs of aid to local school districts.

3. Curriculum Committee. Function of committe, particularly as it relates to curriculum more relevant to black children. Information to help trainees ask the right questions, and know what kind of answers to expect. Training in how to locate and tap outside resources for educational expertise.
   Materials: How-to manual providing trainees with valid criteria to good curriculum. Model curricula on Negro history, African studies, other special-interest courses, at primary and secondary levels. Textbook criteria, through model survey for measuring present books used in schools, with accompanying examples of good texts to substitute. Bibliography of recommended books, pamphlets, films, film strips. Samples of experimental school total curricula and teaching approaches which have proved most promising.

9:30 p.m. --- Informal sessions
Entertainment

MIDWAY DAY B (Friday or Saturday)

Morning: Case Study in Black Effectiveness (Trenton)
Afternoon and Night: Workshops on The Educational Product and The Educational System

9:00 a.m. - 12:30 p.m.

General Session training exercise on strategic planning will begin with film on community action Purpose of Trenton case study: to encourage black school board officials and community activists to collaborate, despite ideological differences, in order to achieve one specific objective on which all agree. Broad aim: to help all citizen leaders concerned with education to act in concert to accomplish the change of one thing in an educational system.

Training Design: Exercise is divided into five consecutive stages, each opening with a total-gro session and followed immediately by buzz group sessions or small-group (20) ~~participants~~ worksho conducted in separate locations by appointed discussion leaders. Trainer will be available to consult with buzz groups.

Materials: "Change Comes to Trenton Schools in 1968, A Study in Factfinding, Procedure and Strat (A Guide for Leaders); Trenton Human Relations Council special High School Study report; Kerner Commission Report summary; other relevant Trenton materials.

12:30 - 1:30 p.m.

Lunch

1:30 - 9:30 p.m.

Two Rotating Workshops on: 1) the educational product, and 2) the system (how it operates and how to manipulate it).
Training design: Participants will be divided int two groups of 90. Each information workshop will be staffed by a trainer and a panel of resource persons. The large-group of 90 will be broken dov into smaller groups as the workshop proceeds, witl resource specialists moving about from small grou to small group. Each of the two workshops will take a total of three hours, on the following schedule:

1:30 - 4:30 p.m. / 4:30 - 6:00, 8:00 -9:30

1. Information Workshop on The Educational Product. Film and intensive discussion session providing information and resources about the ideal: the way things should be, the end-product of the changes and reforms being attempted in the existing school system. Focus will be on the child himself, and the basic things he should be getting in school and from school. Will include positive features of integrated schooling; positive contributions of decentralized education, with increased parent and community ~~cooperation~~ participation. Will present essentials board member must know about new educational approaches (team teaching, the career-ladder principle applied to teaching aides, films, teaching machines,

new guidance goals and appraaches, community resources) and what trainee must know too about the limitations of older techniques like ability grouping, tracking, standardized achievement tests, etc.

Materials: paper to be written by Mrs. Evelyn Rich and Dr. Jeanne Smith, plus selected brochures, articles, other pertinent publications.

Faculty: Trainer plus pahel including school board member who has been through the mill, backad up by team of resource people with expertise in appropriate educational specialties. Theoreticians on the special needs of black schoolchildren will also be included on this panel.

2. Information workshop on understanding and manipulating the educational system. Information about the structure of government bodies, and the workings of school systems, both formal and informal. What are the basic reforms to be effected? Who are the major actors or enablers for these specific changes? To eliminate racism in education, group will be encouraged to choose 8 or 10 areas in which to move, identify targets requiring strategy for reform, outlining what can be done in both the short and the long haul. Overall material describing major reforms needed at federal and state level rather than local boards of education (emasculation of Guidelines in South). Stress on the skills needed by local school board members to effect changes possible at that level, with special attention to the problems of Negro faculty and school administrators during the processes of desegregation, integration and consolidation. Understanding how to get what you want from the other side. New roles for board members, including contacts with Negro contractors so black community can share in the economic pie. Formation of power bases in order to influence the system, on the local level, statewide and nationally.

   Materials: background paper prepared for this sessioh. Other relevant articles,papers,etc.

   Faculty: Resource panel and trainer. Top staff professional of U.S. Civil Rights Commission, top public-school administrator, university specialist in urban affairs. Resource persons on Southern school systems, inner city community organizers, experienced school board members, government education specialists.

9:30 p.m. -- Informal sessions

Entertainment

SUNDAY, January 19

Morning and afternoon — Skill Development Workshops, followed by General Session Conference Evaluation and Follow-Up

9:00 a/m/ - 12:30 p.m. — Optional Skill Development Workshops. Each participant will choose to attend three out of seven skill workshops offered. Each workshop will take 1½ hours on the following schedule:

9:00 - 10:30 a.m. — Break
11:00 - 12:30 p.m. — Lunch 12:30-1:30
1:30 - 3:00 p.m. — Break

1. Negotiation — Theme of workshop will be thht black board members develop skill of negotiating at two levels: a) with school board members for black community (or conversely with black community for the school board); and 2) in collective bargaining with teachers. Resource: SEDFRE how-to manual on negotiations, already available, plus more specific guidelines keyed to school-board matters.

2. Public Relations and the Press — How to use the press, radio and TV effectively to bring views and interests of black parents, teachers and students into wide circulation -- both in the black community and the total community. Press conference techniques; the use of well-prepared releases and background papers; appearances on radio and TV. Board of Education business and the press: when to have open meetings and why, when secrecy is justified. Board unity versus black unity. Resource: SEDFRE manual in preparation to be made available to workshop participants, or mailed in follow-up period.

3. Community Relations — Who are you talking to and how do you best get your message across? Public speaking; functioning in a meeting; visiting teachers, students, administrators in schools; opening lines of communication into the black community; developing a network of aides to increase two-way communication between the board member and the black community, also between the black board member and the total educational establishment and white community. Resources: possible guidelines to be assigned for preparation by outside expert.

4. Research — Workshop will introduce data collection, listening, intelligence-gathering. Will feature presentation on legal research for board members. Broad distinction will be made between information-gathering activities as carried out for data available from a) black community, and b) white community. How to develop a network of informants. Building a team for the black school board member. What regional, national resources may be tapped to assist the black school board member (local university or college, bar or professional education associations, black coalition information bank, NASB black caucus pool, SEDFRE technical assistance program, etc.) Resources and materials: directory of resources, legal compilation.

5. Board Meetings — Relations between the black board member and other members of the board. Parliamentary procedures: how to function effectively in a meeting. Committee functions. Board meetings and lines of communication with the community. Resource: Best available materials.

more--

Campaigning — How to organize the community for political action, run a successful campaign for school board membership. Unifying the black community behind a siggle candidate; defining broad issues to appeal to white voters as well. Materials: SEDFRE how-to manual on political strength now being revised. Sppcific guidelines on campaigning for school board ~~official~~ office may be drawn up.

7. Workshop-Education Techniques — How to set up a regional conference for newly elected school-board members -- taught as a broad introduction to the generally applicable techniques of leadership training and group education. Resource: SEDFRE to draw up guidelines for eventual use in a Conference Planning Kit. Basic material already in hand, to be adapted.

3:00 - 3:15 p.m.	Break
3:15 - 5:00 p.m.	General Session on Conference evaluation and follow-up planning.
5:00 - 6:30 p.m.	Packing
6:30 p.m.	Cookout

SERVICES PROVIDED BY SEDFRE

ADDEDUM A

COPY

The following is a list of services and supplies provided by Scholarship, Education and Defense Fund for Racial Equality:

Director and secretary's salaries; desk top supplies; rent allocation; $2,500.00 in-kind in counseling services

ADDEDUM F

Rental and Use of Office Equipment

ITEM	RATE	# OF MOS.	TOTAL
Typewriter	$22.29/mo.	6	$133.74
3M Copier	33.00/mo.	6	198.00
3M Portable Copier	14.71/ mo.	6	88.26
TOTAL			$ 420.00

Since most of the training workshops are held away from the office and sometimes in other cities, it is necessary that the Institute have in its' possession a portable copier to take on these trips so that they can maintain the same degree of efficiency.

The paper for the copiers will be provided by SEDFRE.

COPY

Position Title	Salary per week	% of Time to project	# of wks	Total Amount	Sponsor	Fed.
Group Trainer $8000.00 yr. base	153.89	100%	26	4,000.00	-0-	4,000.00
Group Trainer $8000.00 yr base	153.89	100%	26	4,000.00	-0-	4,000.00
Group Trainer $8000.00	153.89	100%	26	4,000.00	-0-	4,000.00

COPY

II.B. Employer's Cost of Fringe Benefits for Staff:

	Total Amount	Sponsor	Federal
F.I.C.A. 4.8 x 12,000.00	576.00	-0-	576.00
TOTAL- Employer's cost of fringe benefits for staff	576.00	-0-	576.00

COPY

COPY

EDDEDUM E

The Institute has aquired Public Liability and Workmen Compensation Insurance with the State Farm Insurance Company. Of the $300.00 allotted the Institute has spent $176.00. The Institute will also aquire bonding insurance forthe Director

ADDEDUM B

COPY

The accounting and auditing services for the Neighborhood Action Institute will be provided by Goodson & Tyler, an outside consultant Firm at a rate of $80.00 per month x 6 months. In addition to assisting the Institute in setting up their financial system, the Firm will also provide ongoing technical assistance to the Institute on financial matters.

COPY

ADDEDUM C

In this relatively new area of group dynamics, it is absolutely necessary that group trainers be constantly in touch with the new techniques and methods utilized in providing this training. For example the fields of sensitivity and organizational development training as well as community organization skills training broaden themselves frequently. They are enhanced by the new techniques developed by the various training laboratories and individuals. In order that group trainers of the N.A.I. provide top flight quality training for the Concentrated Employment Program, it is essential that they be abreast and aware of these new techniques. Therefore, regardless to any amount of prior experience a group trainer has aquired, it is necessary that group trainers partake of various training labs that are offered for the benefit of group trainers. This training may be in the form of the trainer attending outside training labs which have been set up for group trainers or bringing in individuals who have perfected new training methods as resource persons for in-service training. The N.A.I. intends to provide this training at the rate of $75.00 per trainer per 2 1/2 day sessions, 2 sessions per month for 5 months and 1 session on the 6th month

ADDEDUM D

COPY

Consultants referred to in "Section E" are those outside resource persons who have expertise in a certain field or area, that the institute intends to call upon to provide technical knowledge to those persons in the Concentrated Employment Program. The institute intends to provide consultants at the rate of $75.00 per day x 100 days.

OTHER DIRECT COSTS

(2) Communications: Base telephone rate of $45.00 per month plus an estimated $18.00 per month for toll calls and $94.00 postage

Total	Sponsor	Federal
$412.00	-0-	$412.00

COPY

		Total	Sponsor	Federal
Accounting and auditing (See addedum B)	80.00/ mo. x 6 mos.	$480.00	-0-	$480.00
In-Service Training (See addedum C)		3300.00	-0-	3300.00
Work Consultants (See addedum D)	75.00/~~mo~~. x 100 days	7500.00	-0-	7500.00
TOTAL		11,692.00	-0-	11,692.00

Neighborhood Action Institute of the
Scholarship, Education and Defense Fund
for Racial Equality
1700 Adams Street
Gary, Indiana 46407

'Los Dies Mandamientos del WELFARE"

I. Usted tiene el derecho de llenar una aplicacion inmediatamente, no en dos (2) o tres (3) semanas.

II. Usted debe recivir su primer cheque en no mas de treinta (30) dias despues de llenar su aplicacion.

III. Si su cheque no es suficiente, Usted tiene el derecho de pedir mas dinero. Usted debe recivir $100.00 por su primer hijo y $25.00 por cada hijo adicional, cada mes.

IV. Si Usted necesita alguna ropa para sus hijos, muebles, camas, refrijeradores, estufas, atencion medica, dentista, oculista o cualquier otro servicio especial. Este segura de pedirlos.

V. Usted puede obtener alluda aunque este casada o aunque este viviendo con un hombre que no sea el padre de sus hijos. Si Usted es imformada que no puede recivir los beneficios del WELFARE porque tiene a un hombre en su casa, llame al WELFARE Rights Organization.

VI. El Departamento del WELFARE no puede forsarle a que Usted acuse al padre de sus hijos por no darle alluda de dinero, ni tampoco la pueden forsar a que se divorcie si Usted no desea.

VII. Usted tiene el derecho de privacidad. El trabajador social no puede estar investigandola a Usted sin su permiso. Si Usted tiene cualquier clase de problema con su trabajador social, llame al WELFARE Rights Organization en seguida.

VIII Usted tiene el derecho de ser escuchada si su aplicacion no es aceptada o si su cheque no es suficiente o si Usted tiene alguna queja ascerca de como el WELFARE la esta tratando. El WELFARE Rights Organization de East Chicago le alludara a que la escuchen en una manera legal y mandara a alguien con Usted que conosca la ley.

IX. Usted tiene el derecho de hacerce miembra del WELFARE Rights Organization y de atender a las juntas. Si su trabajador social le dice que no se aserque a esta o cualquier otra organizacion, quisas es porque el trabajador social sabe que Usted debe estar recibiendo mas dinero y sabe que el WELFARE Rights Organization le consiguira este dinero.

X. Usted tiene el derecho de que la traten como una persona y no como un animal o un numero.

Cualquier problema que tenga, favor de llamar a Mrs. Ruthie MaeAlston (EX7-2691) o vicite el centro en el 1819 Broadway, E. Chicago, Indiana.

GREATER GARY CHAMBER OF COMMERCE

SERVICE CLUB COUNCIL

ALTRUSA (JUNE)

Mrs. Marcella Clary - President
561 Georgia Street
Gary, Indiana 882-6574
TIME: 12:00 noon (1st and 3rd Wednesday)
PLACE: Hotel Gary - 578 Broadway

BRUNSWICK LIONS (JULY)

Arthur Bryan - President
230 Taney Street
Gary, Indiana 886-9526
TIME: 7:00 p.m. (2nd and 4th Thursday)
PLACE: Lighthouse No. II

CIVITAN (JULY)

Robert Oates - President
504 Broadway
Gary, Indiana 885-5556
TIME: 12:15 p.m. (every Thursday)
PLACE: Hotel Gary - 578 Broadway

EXCHANGE CLUB (JULY)

RAY STINSON
~~Allen G. Evans~~ - President
~~Radio Station WLTH~~ CHAMBER
~~3669 Broadway~~ Box 389 HOTEL GARY
JIM NAGY Gary, Indiana ~~884-9409~~ 885-7407
885-7543 TIME: 12:15 p.m. (every Thursday)
PLACE: Hotel Gary - 578 Broadway

FRONTIERS (JANUARY)

Al Brown - President
2366 West 20th Place
Gary, Indiana 944-9730
TIME: 5:30 p.m. (every Wednesday)
PLACE: Barber Youth Center

GARY JAYCEES (JUNE)

EVERETT NIXON
~~Bob Lee~~ - President
~~Gary National Bank - Tolleston Branch~~
~~2201 West 11th Avenue~~ SEARS
Gary, Indiana ~~882-9366~~ 962-7511
TIME: 8:00 p.m. (every 4th Wednesday)
PLACE: Hotel Gary - 578 Broadway

GARY LIONS (JULY)

Ron Randhan - President
Gary National Bank
504 Broadway
Gary, Indiana 883-0431
TIME: 12:15 p.m. (every Wednesday)
PLACE: Hotel Gary - 578 Broadway

GARY ROTARY (JULY)

Howard Jennings - President
610 Connecticut Street
Gary, Indiana 886-2411
TIME: 12:15 p.m. (every Thursday)
PLACE: Hotel Gary - 578 Broadway

GARY OPTIMISTS (JULY)

Marvin B. Charlson - President
Swets Mercury Sales - 12413 Western
Blue Island, Illinois-1-312-3854500
TIME: 7:00 a.m. (alternate Wednesday)
PLACE: Hotel Gary - 578 Broadway

GLEN ROSS EXCHANGE (JULY)

CHESTER JENSEN
~~Ed Court~~ - President
~~1234 Cleveland Street~~ POST-TRIBUNE
Gary, Indiana ~~882-3834~~ 885-7531
TIME: 7:00 a.m. (every Wednesday)
PLACE: Beauty Spot Restaurant

GLEN PARK ROTARY (JULY)

Virgil Krampe - President
620 East 10th Place
Gary, Indiana 949-4481
TIME: 12:15 p.m. (every Wednesday)
PLACE: Indiana University

GLEN PARK OPTIMISTS (JULY)

Alvin Erbesti - President
Publix Cleaners
4060 Broadway
Gary, Indiana 884-3441
TIME: 7:00 p.m. (alternate Wednesday
PLACE: Village Pump - 3839 Grant Stre

KIWANIS

Walter Petrovich
Radio Station WWCA
8539 Locust Avenue
Gary, Indiana
TIME: 12:00 noon (every Tuesday)
PLACE: Hotel Gary - 578 Broadway

MERRI - GLEN KIWANIS (JANUARY)

Rev. Richard Kilgore
1401 West 45th Avenue
Glen Park Christian
Gary, Indiana 884-4254
TIME: 12:15 p.m. (every Thursday)
PLACE: Lamp Lounge, 1400 W. Ridge Road

MILLER EXCHANGE (JUNE)

Chuck Quenette
Fran-N'-Stein
4619 Dunes Highway
Gary, Indiana 938-2258
TIME: 7:00 a.m. (every Thursday)
PLACE: Sheraton Inn, U. S. 20 & Clay

OPTIMISTS OF THE DUNES (JULY)

Jesse Haubner
166 North Montgomery Street
Gary, Indiana 938-3561
TIME: 7:00 p.m. (alternate Wednesday)
PLACE: Wilson's Restaurant, 5720 Melton Road

THE MIRROR
(Reflections of myself)

Scholarship, Education & Defense
Fund for Racial Equality, Inc.
164 Madison Avenue
New York, New York 10016
(212) 532-8216

WHAT DO I SEE IN THE MIRROR?

--- DO I SEE THE REAL ME?

--- CAN I LOOK AND NOT SEE THE REAL ME?
(What do I want to see?)

--- IS MY IMAGE THE SAME ALL OF THE TIME?
(Do I give the appearance I want to give?)

--- DO OTHERS SEE ME AS I SEE MYSELF?
(Who is the real me?)

CAN OTHERS HELP ME SEE MYSELF?

Ask someone near you to hold his mirror so that you can see other views of yourself.

THE MIRROR

Objective: To help yourself and others grow

Directions: Write your reactions to the following statements:

1. Things I like about myself

2. Things I dislike about myself

3. How I think others see me

4. Things I usually hide from others

Meeting with Ronald Scott

Re: Marona House(Modification of Rehabilitation
of Narcotic Addicts)

Ronald Scott: President to be Director of Marona House

1128 Conn. St.
Gary, Ind. 46402

Possible training area with Marona

1. How the system works

2. How to run an office
    a. set up offices themselves
    b. office procedure

Training to be on Wednesdays (?)

Training to begin on our about 2 or 3 weeks from 11-18-68

Program to be funded at a later date in re. to this type of training (?)

The Board will act in the capacity of advising.

Meeting - Sunday 24 at 4:p.m. at 1620 Broadway, Gary, Indiana (11/24/68)

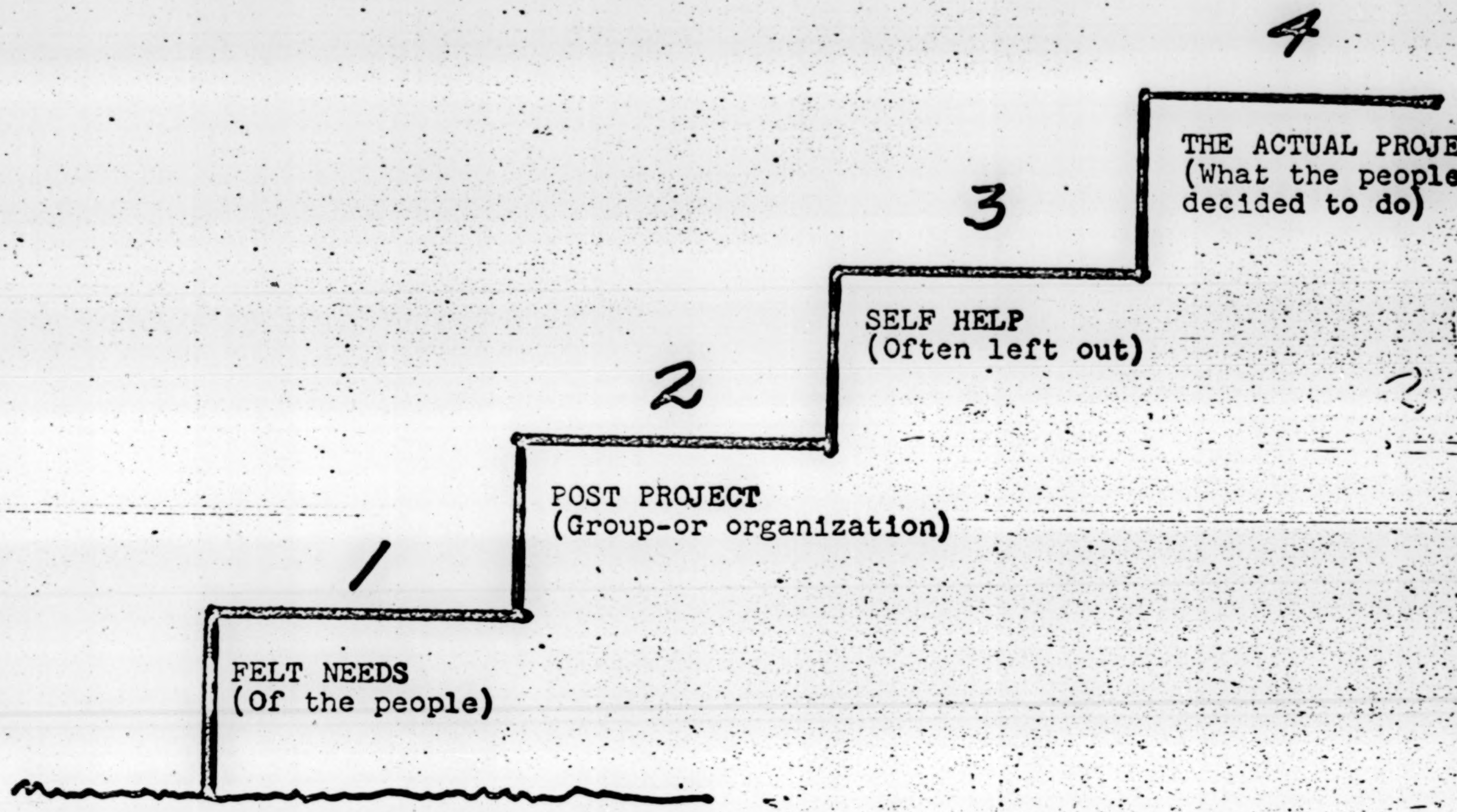
QUESTIONS ON UNDERSTANDING PEOPLE

1. What people are we concerned about?
2. Why organize people?
3. Do people want to be organized?
4. Do people know what they want?
5. What do people fear?
6. How to get people believing in themselves?
7. How to get people moving?
8. How do you get people to accept change and new ideas?
9. Should we let people make their own mistakes?
10. How to help people?
11. Do people stick together?

Scholarship, Education and Defense Found for Racial Equality, Inc.
150 Nassau Street - Room 1030, New York, New York 10038

January, 1968

FOUR (4) BASIC STEPS IN COMMUNITY ORGANIZATION


4
THE ACTUAL PROJECT
(What the people decided to do)
3
SELF HELP
(Often left out)
2
POST PROJECT
(Group-or organization)
1
FELT NEEDS
(Of the people)

Scholarship, Education & Defense Fund For Racial Equality
164 Madison Avenue - New York, N.Y. 10016

3/1/68

A CASE HISTORY OF A COMMUNITY: PROBLEMS AND ACTION

Name ______________________

Location ______________________

Date ______________________

I. State the problem.

- A. Nature and description
- B. Causes and effects
    - 1. Persons affected by it.
    - 2. Factors responsible for it. (Public and/or private agencies).
- C. Analysis
    - 1. Factors which make it a problem.
    - 2. Depth, scope and ramifications.

II. Solving the problem.

- A. Description of past community attempts and activities.
- B. Suggested approaches to making changes.
- C. Evaluation of past strategies, methods and policies of community action.
    - 1. Local groups involved
    - 2. Coalitions and collaboration
        - a. Basic institutions
        - b. Special interest or pressure groups (political, economic, etc.)
        - c. Ethnic groups (racial and income classes)
    - 3. Challenges of City Hall and other power bases:
        - a. Who, when, what, where, how and why of each confrontation.
        - b. Results.

III. Present state of the community.

- A. Progress toward solutions
    - 1. Accomplishments
    - 2. Failures
- B. Current community action

IV. Conclusion

- A. Immediate and long range plans and recommendations.
- B. Needs and resources.
- C. Expectations.

Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street - Room 1030, New York, New York 10038

10/10/67

BIBLIOGRAPHY: SEDFRE OWNED FILMS

1. 111th Street
   32 min.

An aid to understanding the complexity of the community problem of juvenile delinquency, indication the nature of one approach to its solution. A documentary about a typical gang in New York's upper East Side, the difficulties before the Yourth Board Worker makes contact with the teen-age "Angels" and effects the first small breakthrough.

2. Problem Solving & Decision Making

3. Voting Film (CATI)
   Powers Through the Voting Machine
   16 mm - Color - 10 min.

4. Politics Is Our Business
   16mm - Color - 30 min.

5. The Corner
   26 min.

An exploration of the problem of juvenile delinquency through an understanding of the way juvenile gang members understand themselves. A documentary filmed on the streets of Chicago at night. A subjective statement in the words of members of a gang called "The Vice Lords," describing their world, their codes of behavior, and their attitudes.

6. "Why Johnny Can't Get a Job"
   All America Wants to Know

7. Right Now!
   28½ min. - color

A documentation of the processes, people and problems of Negroes in Georgia, getting out of the vote before the 1964 elections. This lesson in practical democracy shows the person-to-person way to go about voter education, demonstrating for people everywhere how non-voters can be moved out of their apathy into political action as citizens.

8. Education & Race Relations

9. Changing World

10. Operation Dropout

11. Free At Last
    ~~(Produced by CORE)~~
    ~~18 min.~~
    30 min.

Traces the history of the American Negro from emancipation to the end of World War II. Presents the views of Frederick Douglas, Booker T. Washington, W.E.B. DuBois, and Marcus Garvey. Discusses the depression, World War II, and of the so-called Negro renaissance of the twenties.

New Mood
NET - 30 min.

Reviews history-making moments in the Civil Rights struggle of the last decade, the impact of the "New Negro" militancy on both Negro and white Americans since the Supreme Court school decision of 1954. Film coverage showing Martin Luther King, Malcolm X, Medgar Evers, and Presidents Kennedy and Johnson.

13. La Plus Longe Nuit

14. History of the Negro - Part III

15. History of the Negro - Part I

16. Drop Out - Blackouts

17. Louisiana Diary
60 min.

A documentary of the 1963 Louisiana Summer Project conducted by the Congress of Racial Equality. The film describes community organization around issues of voter discrimination, job bias, open sewers, and segregated public accommodations and facilities. Social action techniques of boycotts and non-violent direct action are discussed and employed. It is an excellent exhibition of a community push by a new breed of Negro Americans against the traditional line of resistance by Southern white Americans to social change.

18. History of the Negro - Part II

19. Nothing But a Man
92 min. 1963
d: Michael Roemer w: Roemer, Robert Young c: Ivan Dixon, Abbey Lincoln Gloria Foster, Julius Harris

Compelling drama of young Negro couple trying to live with dignity in small Southern town today. Widely acclaimed prize-winner.

20. Talk At Atlanta

21. The Board of Directors (with record)

The History and Philosophy
# of the
Ad Hoc Committee

Tonight we are in a new ballgame with Model Cities. This is because of the medical school battle. One of the conditions for allowing the medical school to come to Newark on 57 acres of land was that poor black people be allowed to set up their own Model Cities policy making board of directors, which you will be voting on tonight. This was not done without a struggle. Up until February, 1968, the only way poor people could make any decisions about Model Cities was through a "task force" selected and appointed by Assistant Mayor Malafronte. There were no elections held at all. All during 1967, and the beginning of 1968, the City power structure made no effort to involve people other than those white people and Negroes they felt would be safe. And we all know what that means.

But black people prevailed. In late February, the negotiating team paved the way for an election which was held at Area Board Number 2, to vote upon an Ad Hoc Committee for Model Cities. About 150 people from all over the City turned out in this, the first real attempt, to involve the man from the street. The Ad Hoc Committee was voted upon, and its members represent the following groups:

5 Persons from the U.C.C.

5 Persons from the Negotiating Team (which made this election possible)

5 Persons to be selected by the City (we recognized that the City exists, even though they didn't do this for us.)

10 Persons elected from the community-at-large at that meeting.

This election was O.K'ed by the Federal government. This meant that the task force appointed by Malafronte was thrown out. The Feds finally agreed that a game had been run on the community people. The medical school would not have come to Newark if they had not agreed on this point. The community was calling the shots for the first time about their neighborhoods. Everyone was determined to make this Federal program work for the people and not for the politicians.

Unlike the white people and Negroes in City Hall (or connected with it), the Ad Hoc Committee did not want to select or appoint anybody.

We had a dream. Our dream was that the people who had been messed over the most should have the most to say in what goes on in this new Federal program. Model Cities holds the hope for a better community for all of us. We, of the Committee, cannot allow it to become a political plaything for a few people who have been known to play ball with the Mayor for their own selfish gain. Therefore, we are having this election. It is open to all residents of the City of Newark, who are 17 years and upwards in age. We feel that the largest group possible should vote on who represents them on this citizens' governing body.

Model Cities says that a huge area of the City will be done over. This means more housing.

Model Cities says there will be more jobs made available.

Model Cities promises decent medical care for all people in the ghettoes all over the City.

Model Cities promises a lot more.

In other words, Model Cities promises a new way of life for all people of Newark, who have been left out of the American dream. Therefore, no one should be left out of this election.

You will be requested to vote for 75 people who are listed on the Official Ballot of the Ad Hoc Committee. This number, the Committee feels, will allow for an adequate cross-section of people to serve our community. In addition, the Ad Hoc Committee recommends that the term of office of the Citizen Group be divided in the following fashion: the 25 people receiving the highest amount of votes should serve a term of office of three years; the 25 persons receiving the next highest amount of votes should serve a term of office of two years; and the remaining 25 persons should serve a term of office of one year. This procedure will enable the governing body to at all times have experienced persons serving, and still allow for the entrance of new people with fresh ideas.

Finally, a comment on the list of nominees which you have before you. These people represent over 200 organizations, when looked at individually: large and small organizations; men and women; black and white; old and new; moderate and militant. We have tried to get lots of interests represented. With 405,000 people in the City, this is a hard job. The way we thought best was to obtain people who represented somebody else other than themselves, while realizing that in some cases this means only one or two other people. This is the true nature of involvement.

RELOCATION OF FAMILIES, INDIVIDUALS AND BUSINESSES

PULASKI URBAN RENEWAL PROJECT
GARY, INDIANA

CITY OF GARY, DEPARTMENT OF REDEVELOPMENT
Chester J. Jansen, Executive Secretary

Board of Redevelopment Commissioners

Robert M. Dering
Maurice Baptiste
Milton Levenberg
Msgr. Alvin Jasinski
H. Theo Tatum

Board of Redevelopment Trustees

Dr. Ferrer Levinson
Robert O. Greer
Reuben E. Olsen
Harold E. DeVaney
Joseph Festa

A. MARTIN KATZ, MAYOR

April, 1967

Prepared By

Edith Haile, Relocation Officer
Richard Rockwell, Assistant Executive Secretary

GARY REDEVELOPMENT COMMISSION

748 Washington Street

Gary, Indiana 46402

Phone 886-1531

June 28, 1967

Mr. Dean Swartzel
Assistant Regional Administrator for
Urban Renewal Assistance
Department of Housing and Urban Development
360 North Michigan Avenue
Chicago, Illinois 60601

Re: Final Relocation Report
Project Ind. R-3

Dear Mr. Swartzel:

In accordance with Section 16-3-2 of the Urban Renewal Manual, we are pleased to transmit herewith, the final Relocation Report for subject Project. The experiences gained during execution of this program were invaluable and will enable this agency to carry out future programs with greater confidence and community understanding.

We also point out here that copies of this report will be made available locally to public officials as well as community organizations and interested citizens.

Very truly yours,

Chester J. Jansen
Executive Secretary

CJJ:ch

TABLE OF CONTENTS

Page

Introduction i

Relocation Report 1

Tables

I. Family, Individual, and Business Relocation, Pulaski Project, As of December 31, 1966 22

II. Location of Permanent Move of Relocated Families, Pulaski Project, by Gary Neighborhoods 23

Map Showing Location of Permanent Move Within Gary of 482 Displaced Families, Pulaski Project 24

III. Rehousing Referrals Made by Relocation Staff, Pulaski Project, as of December 31, 1966 25

IV. Rehousing Inspections Made by Relocation Staff, Pulaski Project, as of December 31, 1966 25

V. Relocation Payments Under the National Housing Act, Pulaski Project, as of December 31, 1966 26

VI. Additional Relocation Payments Under Gary Redevelopment Commission Policy, Pulaski Project, as of December 31, 1966 27

VII. Monthly Housing Expense Before and After Relocation, Pulaski Project 28

The preparation of this report was financed in part through a Federal Loan and Grant from the Renewal Assistance Administration of the Department of Housing and Urban Development under the provisions of Title I of the Housing Act of 1949, as amended.

INTRODUCTION

The Housing Act of 1949 states in its Declaration of Housing Policy that "The Congress hereby declares that the general welfare and security of the nation and the health and living standards of its people require housing production and related community development sufficient to remedy the serious housing shortage, the elimination of substandard and other inadequate housing through clearance of slums and blighted areas, and the realization as soon as feasible of the goal of a decent home and suitable living environment for every American family, thus contributing to the development and redevelopment of communities and to the advancement of the growth, wealth and security of the nation."

Urban Renewal is a term used to describe the official programs of a community to improve itself through the elimination of slums and blight and the removal of their causes. The basic objectives of the program are directly related to the intention of Congress in the Housing Act of 1949.

In the renewal of deteriorating areas it becomes necessary for the occupants to move from substandard dwellings in order to demolish or rehabilitate buildings. Relocation is the process by which displaced families, individuals and businesses move to new locations.

The objectives of relocation are that:

1. Families and individuals displaced by an urban renewal project shall have the full opportunity of occupying housing that is decent, safe and sanitary, that is within their financial means, and that is in reasonably convenient locations.

2. Displacement shall be carried out with a minimum of hardship.

Relocation is a crucial facit of urban renewal, especially since it must precede all other project activities. All plans for demolition and physical improvement must wait until the occupants have vacated, and their removal must wait until the objectives of relocation can be fulfilled.

It was decided at the outset that successful relocation of those displaced would depend upon the staff's realization that:

1. Because of a certain degree of distress created within project occupants by the mandatory nature of urban renewal activities, patience and understanding were needed.

2. Each person should receive fair, equal, and consistent treatment or explanations in order to reduce confusion and insecurity.

3. In so far as possible, any family or individual should be assisted to not only better its housing or neighborhood condition but to exercise a freer choice within the framework of its needs or preferences.

The Pulaski area was selected by the Gary Redevelopment Commission in February 1957 as its first renewal project. The area was designated a rehabilitation project which permitted retention of basically sound structures provided the property owner removed existing violations of City Building and Housing Codes. All buildings that were not sound and could not be rehabilitated were acquired by the Redevelopment Commission. It was from these buildings and those with code violations that the Relocation Department acquired its "workload" and began the process of relocation.

RELOCATION REPORT, PULASKI PROJECT IND. R-3

The Relocation of families and individuals from the Pulaski project began in March of 1960 and ended in June of 1965. The total workload consisted of 507 families, 86 individual householders and 27 businesses displaced by acquisition or enforcement of building codes.

The early days of relocation were unique, for the City of Gary was experiencing a severe recession. Gary is a steel mill city; when the mills curtail production, the whole city slows down and its economy is hard hit. There were many tenant families whose heads had 10 or more years of seniority on their jobs, but were either laid off from work or were averaging three or four days of work per week. Unemployment in some families persisted over a long period of time.

Although in planning for the relocation of families from the area we had considered their needs and had a preconceived picture of the type of assistance that would be needed from our office, we did not anticipate the large number who would need emergency financial assistance from local agencies. However, in our planning we established a good working relationship with all active social work agencies, the Gary Housing Authority, FHA, the Urban League, the schools and churches within the project area, and a representative number of real estate agents. Their combined efforts enabled the staff to meet the immediate problems involved in relocation.

The first site office was opened in July 1960, in a four room house which had been recently acquired and vacated. In addition to the relocation personnel, it also housed the property manager and the rehabilitation department. By this time, the relocation staff consisted of a relocation officer, one relocation aide, a receptionist, and a part-time secretary. Although the office hours were from 9 to 5, we held many night sessions, made Saturday and Sunday home visits and conducted interviews at the convenience of the site occupants.

There was some significant opposition to urban renewal from groups throughout the city because of elderly home owners who feared the transition from familiar surroundings and friends to a neighborhood of strangers, and were timid in seeking lending institutions to finance mortgages, since it had been years since they were faced with monthly payments other than insurance and real estate taxes. On the far west side of the city, there were community groups who objected to the relocation of families into their neighborhood because they would add to the overcrowded conditions of most schools. There were project families who desired to remain within the same geographical location close to friends and within walking distance of their churches. Some families refused to relocate during the school year, not wanting to transfer their children because of losing their free lunch benefits as all schools were not set up for this program.

Little by little these objections were overcome by the conscientious efforts of a well trained staff, and relocation progressed at a reasonable pace. As the project continued, we strengthened our relationships with neighborhood organizations, schools, and businesses both on-site and in the areas where families relocated permanently in order to help with their adjustment to their new surroundings. The schools cooperated by allowing children to remain in their "old" schools until the end of the school year. We also worked closely with the City Building and Health Departments to correct many code violations discovered on inspection of possible relocation housing.

The office maintained a list of standard rental units available throughout the city. These units were obtained by checking ads in the local newspaper which was received by the office each day as soon as the first edition was printed, from interested real estate agents who had previously been contacted and made aware of our needs, by staff searches, and from replies to a daily advertisement for vacant apartments placed by the agency.

The daily ads brought many telephone calls from private owners but usually, they specified no children, no pets, and a particular race or nationality. However, we were able to screen the families and take advantage of some of these apartments. The most popular method of obtaining units was through the classified ads. The units that through a phone interview appeared to meet the requirements of families to be displaced, were first inspected and approved, and then offered to the family for its consideration. In cases where a unit was extremely desirable, the property manager had authority to rent it and then to notify a suitable family of the details. If this family refused it, there was always another one waiting who would accept. This agreement with the landlord to hold a unit until we could respond with a tenant was very effective. We also made financial arrangements with property owners whereby families would move into apartments and the rents would be paid after the relocation payments were made. These payments sometimes included payments for first month's rent or expenses that the families were not prepared to meet. There was also a plan for destitute families where the "Poor Relief" Office would assume a limited amount for rent and utilities until the family was again independent. In some cases the poor relief would be in addition to welfare payments, if needed.

In securing accomodations with the Gary Housing Authority, displacees had priority over all other applicants. Income limits were raised to allow for more to be housed. Of the 507 families displaced, 224 were eligible on the basis of income and 104 obtained public housing along with 7 individual householders of the 86 displaced.

The entire relocation staff did its own public relations as there was no special person designated for this position. A booklet entitled, "The Urban Renewal Program and You" was prepared in January 1960 and presented to each site occupant along with an informational letter. The book contained questions and answers on urban renewal that helped to promote a better understanding of the plans for the project area and the relocation help to be given by the agency to each family.

The local newspapers and radio stations cooperated in news releases on the activities of the Redevelopment Commission and the progress of urban renewal. Public hearings were held at the Municipal Building and meetings were conducted in churches and schools in the redevelopment area.

Before relocation began, letters were sent to all real estate agents for both rental and sales properties. They outlined the types of units that would be needed, and asked the realtors' cooperation in notifying the staff of the availability of such units. Close contact was kept with those agents within the areas of concentrated relocation through regular telephone calls in order to keep up to date a listing of available units.

Owner occupants were interviewed at the main office on the day of acquisition of the property and a survey card prepared. All plans for relocation were noted. A home visit was then arranged to follow through with relocation assistance. Any tenants were interviewed after acquisition of the property. Most of them were already informed about urban renewal before the initial interview and therefore interpretation was not too difficult.

Complete case records were kept on each family showing dates of interviews, family composition, problems, referrals to other agencies, relocation plans, etc. All problem cases were handled by the relocation supervisor in consultation with the staff and property manager.

We encouraged tenant families to purchase homes when financially able. Many, who had never expected to own property, purchased buildings with the use of FHA Section 221 mortgages which offerred low down payments and moderate monthly payments. A subdivision called "Pulaski Homes" was built on the far west side in hopes of providing relocation for families displaced from the project area. These were attractive one and one-half story structures. The first floor contained three bedrooms, living room, kitchen, bath and utility room while the upper, half-story was partially prepared for a second bath and two more bedrooms. The buyer could contract for the completion of this space or do the work himself. Fourteen families from the project area moved to this subdivision and 89 others applied but were rejected or withdrew their application.

The fact that some private rental housing and all sales housing to be financed required a credit check before an applicant was accepted posed a hardship on many families who sometime in the past, when work was slow, may have been unable to meet expenses and received a poor credit rating that could not be erased. One real estate agent was most cooperative, and succeeded in obtaining conventional mortgages for some whose credit ratings were not perfect. He took the time to follow through with prospective buyers until a sale was complete or he was convinced that no further arrangements could be made. Through this source, we were able to make plans for the relocation of a few who wanted to buy homes instead of rent.

Ninety-two per cent of the families relocated moved to standard housing, 4% moved to housing the condition of which is not know, and the remaining 4% moved to substandard housing. The substandard units were selected by the occupants themselves, who either moved in without our knowledge or insisted on moving because of personal reasons. These families remained in the workload and we continued to offer more suitable housing until they refused additional help from the staff.

Relocation moved rapidly during the early stages of the project, reached a peak, and then slowed down to only a small number moving each month. This was due to the difficult cases who remained in the workload from one to three years after acquisition of the property.

One case was an owner occupant, her 80 year old mother and a 5 year old grandson. Many problems were encountered in the acquisition of her property because she refused to cooperate. She was ill-advised by the owner of a grocery store located in the building. Letters were sent to her which she refused to open, and she was not present for court proceedings, it was later discovered, because notices were never read. The building was finally acquired through condemnation, but to convince her of this was a tedious task. At this time, she had been unemployed for 10 months, having been laid off for repeated absences. Her mother's health was poor and she was receiving little or no medical care. She was left home alone much of the time as her daughter made frequent trips out of town. The mother was receiving Old Age Assistance which the daughter claimed was now the only income in the house. There was evidence of a male roomer, but no leads could be obtained as to his identity or the part he played in the family composition. After many conferences with the Housing Authority, she was offered a two bedroom unit which she refused to take because her bedroom furniture and freezer would not fit into the apartment. While we were trying to place her in public housing or a private rental unit, she was secretly negotiating with a local realtor for income property. She notified us, 17 months later, that she had contracted for the purchase of two adjoining apartment buildings with a total of 18 rental units, and finally moved.

One owner in the project area had been in the process of remodeling his home, over many years, and had purchased a quantity of building materials which were never used. The family continued to live in the partly finished building without conveniences. Since its further rehabilitation was not feasible, the building was acquired, and in less than a month the husband had squandered the money, became ill, and was confined to the Veteran's Hospital. When we were notified by the hospital that he would remain there indefinitely, we referred the family to the Welfare Department for financial assistance, moved the family temporarily on-site to more adequate quarters, and made an application for public housing. The mother and eight children received the first three bedroom unit that became available.

The first tenant family to be relocated was an unwed mother and her three young children. Shortly after acquisition, the basement apartment, in which they lived, became flooded and it was necessary to move the family immediately. There was a pending public housing application, but the case was being questoned as to paternity of the children since the Housing Authority was reluctant to accept a single woman for occupancy. An appointment was made with the director of Public Housing to meet with the relocation supervisor, the tenant, and the pastor of her church, in an informal discussion of the case. Under the guidance of her church and her promise not to have any more children out of wedlock, she was admitted to a public housing unit within a few days. The relocation staff continued to council with the family for some time after her permanent move, and helped the mother to secure full time employment at a local laundry to supplement the welfare payments she received.

One of the most difficult tenants was a former home owner who had lost his house through an improvement loan contract to an out-of-town contractor. He was quite bitter and blamed the City Building Department for his loss. The first visit was quite a stormy one and he frightened the interviewer with threats of violence if anyone said anything more to him about "moving". He would not admit to any income, although, it was known that he was involved in an illegitimate racket. It was later learned that he was then and had been a relief client for a number of years, and they too had not been able to trace his source of additional income. It was pratically impossible to plan with this family until the property manager stepped in for a possible eviction for lack of cooperation. The wife insisted that she would move to public housing and no where else, while the husband refused to accept public housing. There was also an unwed daughter in the home; due to pregnancy, she would soon be leaving her job, and have no means of support. We contacted the placement division of the Welfare Department to arrange for adoption for the unborn baby, secured aid from the relief office to include rent in a new location, finally found a five room apartment agreeable to the family, and they moved out.

Another interesting case was that of a mother, father and eight children living in four tiny, unkempt rooms over a store-front church. The living room was nicely furnished but the rest of the house was a shambles. The stove was falling apart, and the kitchen was too small for a dining table. There was no bathtub or hot water. A public housing application was immediately made, but we were surprised to learn that the family income was way over the limits for admission. There were many unpaid debts, although there was no apparent sign of where the income was going, for they did not even have an automobile. We tried to consider sales housing, since for a family of this size, it would be difficult to find suitable rental property, but the credit rating was too poor. By accident, we located a long-vacant, three-bedroom house which the owner consented to rent if the tenant would paint-up and repair. First, there were grass and weeds five feet tall to be cut to get into the yard. The windows had been boarded up so the glass was still in good condition. The family accepted the offer, and began the clean-up which took about two weeks. This was, perhaps, the first time that they had lived in a decent build- with enough rooms and a large yard for play. After relocation, both parents and children began to have a better outlook on life and thanked us for their success.

Two families were considered our biggest problems but we were quite proud of our efforts and success in their rehabilitation.

The first family was that of a mother and father who had been living together for 15 years but they had never married. There were five children born during those years. When questioned about this common law relationship, they could only say that they intended to marry when the first child was small but had never gotten around to doing so, and, now that the children were old enough to understand, they were afraid of the enbarrassment it would cause. Because of low income, it was decided that there was no alternative but to relocate the family in Public Housing. To do so they needed a legal marriage. We learned by probing that both parties had been married before but never divorced. It had been more than 18 years since they had seen or heard from either spouse. Thus, we investigated the legal aspects of the case and learned that after an absence of this length of time the other parties could be declared legally dead. The couple was married, a public housing unit was obtained, and the family life was finally made more acceptable to society.

The second family was our prize package with an accumulation of problems. The members were very cooperative, however, and had an intense interest to improve themselves. When the building was acquired, there was a mother, father, seven children and four grandchildren living in a converted tavern. The front section was divided into rooms by bed-sheets and curtains strung on wires. A large section was left open as a living room. At the rear was a restaurant-type kitchen with a heavy plank table in the middle of the floor. There was no bath, and toilet facilities in the outer hall were shared with another tenant family. Furniture was scarce and in poor condition. The gas and electricity had been disconnected for nonpayment of bills; oil lamps and a coal stove supplied light, heat, and cooking facilities. The first home visit was of no value as the children were left home alone and refused to answer any questions. A notice was left for one parent to come to the office. The following day, the father came in; we learned that he was unemployed and had not had a steady job for years. He earned a little change by collecting and selling junk. His wife did day work and one daughter received Public Assistance for her children born out of wedlock; the other children had no support. He appeared to be quite defensive at all times and replied to our inquires with a pet phrase "you must remember, I'm no lazy man." The size of the family was evidence of this, but the conditions under which they were living showed negligence on someone's part. When it became evident that there were no immediate relocation plans, we listed the family's problems and proceeded with plans for family rehabilitation. We first moved the family to a more adequate apartment on-site in the project area. The father was encouraged to seek employment, which he did at a grocery store downtown. The grandchildren were accepted for Public Assistance and an application was made for Public Housing. Some months later, the father secured a better job as a maintenance worker for a kitchen building firm. Things began to look brighter. Before we knew it, they had purchased their first television set, had a telephone installed, and were shopping for much needed furniture and clothing. Problems arose in eligibility for Public Housing. It became necessary to split the family since the girls with children could not be included in the same application. To convince the parents to let these girls establish their own housing was a difficult task, but since the father had decided that he wanted Public Housing and nothing else, he finally was convinced to accept responsibility only for his wife and minor children. Now it became necessary to move the family a second time on-site for their first location was holding up the project clearance schedule. This time, it was to a two-family house. It was quite a desirable location, and the house was in good condition. Mr.X. fell in love with the house, and refused a permanent location off-site. He did not want to leave his "picturesque" window. We had raised his housing standards so high that no rental property he saw met his approval, and we knew that Public Housing was truly the only solution. This time we left Mr. X alone and proceeded to relocate the girls and their children. We were successful in finding a four room house, provided decorating cost, moving expenses and first month's rent, received a food order and surplus products from the Relief Office, and arranged with the Welfare Department for an increase in monthly benefits. After they were settled, their parents completed their application for Public Housing. It took six months of waiting before a four bed-room unit was available.

This family had remained with us for 2½ years. Once a week, Mr. X visited the site office to thank us for all that we had done for him. The last we heard, he was attending night school to learn to read and write. His relocation forms were all signed by him with a scribbing and no two "signatures" looked alike, he had been too pround to make an "X".

Individual householders in the project were treated the same as families--we gave them as many referrals as were needed. The elderly who desired public housing were transported by office personnel to make application and we also extended extra services in helping to settle personal business matters, when a friend or relative was not available.

There was one individual who was 59 years old, too young to be eligible for public housing, yet crippled with arthritis and very much overweight. Not being able to work, she lived on a $50.00 per month Railroad Pension. She made three temporary moves within the project area during which time we tried to make arrangements that would better her financial condition. We were successful in arranging for surplus commodities, medical expenses, and a small food order under the poor relief system. After negotiating with the Housing Authority Board, we secured a one bed-room unit at the lowest rental rate, with priority for medical reasons; thus, the 62 year age limit for eligibility was in this instance waived.

Most of the individuals in the project area were very cooperative, and relocated within a reasonable amount of time. Some of the elderly refused assistance, however, because it was easier for them to choose their own dwelling units based on set plans they wanted to complete. It was interesting to note that most of them lived alone by choice and disliked interference by friends or relatives. We were able to keep track of and account for all of the individuals who were displaced.

For relocation purposes former home owners presented few problems than tenants since most home owners were financially able to purchase property and had made preliminary plans to do so before acquisition. Some were anxious to sell as they had located sales housing and wanted to buy immediately. Others took their time and speculated on income property, or contracted for new houses to be built in newly developed areas. One family purchased land and built within the redevelopment area and still another home owner purchased an existing, rehabilitated house.

One young couple, knowing little or nothing about real estate transactions were preparing to purchase an apartment building on contract. After discussing their plans with the relocation officer they were advised to secure a mortgage instead. After the bank appraised the building they purchased it for three thousand dollars less than the original contract price.

The income of most home owners in the area was average. Some were retired from the Steel Mills with pensions besides Social Security which were adequate to meet their needs. They finally accepted urban renewal as a means of bettering their condition and most were pleased with the final results. We have had very few complaints from those who moved to new and different neighborhoods.

Since many houses in the Pulaski Area had been built on lots 25 feet wide, most of those looking for new housing thought in terms of larger houses and bigger lots, with more space between the buildings. For example, there was one family in the area who kept foster children for the Department of Public Welfare. Although the husband was 72 years of age and the wife 59 they had five young children whom they had had since infancy. This family felt the need for a house that would provide individual bedrooms for each child, and searched for and finally secured a six bedroom house with two baths in a well developed neighborhood close to schools and shopping area.

One elderly couple, at first reluctant to take on any debt, bought a three-apartment building with a nephew who co-signed for the mortgage. The couple and the nephew's family each occupied an apartment and the third was rented out which helped with the expenses.

With tenant families there was a different side to relocation as many had problems of low income, inadequate jobs, large families, persistant illness and a reluctance to improve their living standards. For awhile it seemed as though every house we acquired would start falling apart within a month after acquisition. We had blocked sewers, faulty wiring , flooded basements, frozen water pipes and numerous major repairs. When a family could not be permanently moved we alleviated the hardship with a temporary on-site move to a more adequate building. There were 81 such moves between

1961 and 1965. One apartment building was maintained for this purpose and was the last building to be demolished.

In spite of the many difficult problems encountered and the tremendous task of locating standard housing for the majority of families, relocation was accomplished with only a relatively small number of dissatisfied families. There were 15 families who moved without notification and were placed on tracing. All of these families have been located and accounted for. There were also nine families on which legal action was started after many unsuccessful efforts to collect back rent, but only one individual was actually evicted since the others moved when a notice of eviction was served. There were also twelve families who moved to substandard rental housing and one family to substandard sales housing who refused additional assistance. On the other side, there were 104 families who moved to public housing, 202 families to standard private rental housing, 167 to standard sales housing, and 12 relocated too far outside of the city for inspections to be made (Table I). Thus of the 507 families who were displaced, 473 or 92% moved to standard housing, 13 or 3% moved to substandard housing, and 21 or 4% moved to housing the condition of which is not known.

One-half of the families relocated within one mile of the project area. Most of the remainder moved to the Tolleston area, and some to the far west side, a rapidly growing section of the city with undeveloped land available for home construction. About one-third of the nonwhite families relocated in neighborhoods that were predominantly white according to the 1960 Census (Table II and accompanying map). The concentration of dots in neighborhoods 19, 25, and 32 are in Ivanhoe Gardens, Delaney, and Dorie Miller public housing projects, respectively. Nearly threefourths of the families who moved within Gary relocated in neighborhoods which were well below the city's rate (24%) in proportion of dwelling units which were classified as substandard in the 1960 Census. Thirty per cent of families moved to neighborhoods which were below the city's rate of units with more than one person per room--a weak measure of overcrowding.

There was a major business in the area--a bottling company that relocated to larger and more efficient quarters. The other 25 businesses were mostly neighborhood retail stores. Of these, eight discontinued operations and one moved outside of the city (Table I). The problems of business relocation were mostly in explaining to the operators the relocation payment policy and their need to keep accurate records in order to document their claims. One outdoor advertising sign remains to be removed as of this date.

Also displaced were 86 individual householders, of which 7 relocated in public housing under its provision for the elderly. Individuals were offered every service given to families except that the condition of housing to which individuals moved was not recorded.

The Relocation staff offered assistance to families, individuals and businesses in many ways. One of these was the referral of standard units to which displaced families could move (Table III). This was done on the basis of the family's ability to pay, desire to own or rent, and location of housing in relation to shopping, work, or schools, all of which was determined from the interview of the families at the time of displacement. We also determined any other social and economic needs peculiar to the families, assessed their relocation problems, and attempted to assist families in any way possible in order to relieve any hardships caused by the relocation process.

Another assistance that the staff gave was the inspection of rehousing units as to whether they were standard or substandard (Table IV). The staff, it appeared, successfully conveyed the idea that units should be inspected before the family moved in since this was accomplished in 75% of the cases. Of the 817 units inspected, 124 were declared unsuitable or substandard. A record was kept on each unit to avoid duplication. Public Housing units, units to which single persons and businesses moved, and units which were determined by phone as substandard were not inspected.

Families, individuals and businesses were reimbursed for their moving expenses, and eligible personal property losses. The following Table V shows that a total of $72,365.00 was paid for moving expenses and property losses, $6,556.00 for relocation adjustment payments and $3,000.00 for small business displacement payments.

Families and individuals who moved from either acquired properties or units closed through required rehabilitation activities chose one of two means for reimbursement of moving expenses. When they moved themselves, which many did, they received a fixed payment based on the number of rooms occupied; or when they hired a regular mover, they were reimbursed for the actual moving bill, up to a maximum of $200.00. Businesses were limited to $3,000.00 for moving expenses and personal property losses incurred within one hundred miles of the city limits; however, when only moving expenses were claimed, the business was reimbursed for the total cost. Moving expenses included the cost of disconnecting and reconnecting fixtures but not improvements to the real estate involved.

In 1964 Congress authorized additional payments to displacees and from this Relocation Adjustment Payments to 16 families and one elderly individual were paid. Two businesses were eligible for $1500.00 Small Business Displacement Payments.

As shown in Table VI another financial assistance program was made available to families and individuals by the Gary Redevelopment Commission. Out of its local tax fund the Commission paid over $6,884.00 to 119 families and $381.00 to 8 individual householders mainly for first month's rent required by the new landlords. Most of this was paid to the Gary Housing Authority since it required one or more month's rent in advance, a $45.00 security deposit, and the purchase of several items such as garbage can and spray gun. The Commission also paid $24,278.00 to five business firms for incurred expenses which were not otherwise reimbursable. In all of these cases, financial assistance was based on need and to ease the relocation process.

Table VII shows a tabulation that was made of monthly housing expense before and after relocation. Those moving to private rental units on the average now spend 19% of their income for relocation housing as compared to 17% in the project area. This amounted to an increase of about $10 per month. In most cases the rents for these units to which they have moved include hot water and heat, which was usually not included before. The families who moved to public housing pay a gross rent (including all utilities) of only $51 on the average, compared to a contract rent of $64 before. The latter usually included water and nothing else. Those moving to private sales had to increase their housing expense considerably--from $69 before to $128 afterwards. However, the proportion now spent for housing expense, 19%, is still below the desirable limitation of 25%, and in some cases rental income can be taken into consideration.

Home ownership among displaced families increased from 30% to 33% although in four cases, former owners now rent. In other words, through the relocation process more families now own their homes than before.

An unanticipated success was the relocation of elderly families and individuals. As a group, they were found to be more anxious, resourceful, and imaginative in improving their housing situation through displacement. Those who had income properties before relocation usually wanted to continue to supplement their incomes in that manner. Several of those who owned homes decided that renting would be easier, and a few utilized the relocation experience to make the inevitable change from maintaining separate households to living with a relative or moving to nursing homes. Incomes among the elderly are typically low, and the proportion spend for housing is, on the average, higher. Before relocation this proportion was slightly under 30%, and after relocation it increased to 31% (Table VII).

Gary, for many years, has had a critically low vacancy rate, and this lengthens and makes more difficult the relocation process, expecially for nonwhites. Although new and used housing is generally available for sale, the rental market, both for homes and apartments is severely limited. An insignificant number of available rental units were added to the housing supply during the displacement period. During 1961, Westbrook Apartments (formerly Tri-City Village) made a number of rehabilitated units available, but occupancy requirements limited a family to two children and a very good credit rating. Of the 24 families referred, two relocated there, two were rejected because of more than two children, one was rejected because income was too low, the application of one was never acted upon, three applied but relocated elsewhere before their application were acted upon, and the remaining fifteen did not apply. Although there were no new public housing units in Gary to meet the increased demand placed upon the Housing Authority by the displacement of families, the Housing Authority converted some of its units in order to create greatly needed larger units. Through this process twenty-four three-bedroom units and two five-bedroom units were added. The turnover rate among large units in public housing is disproportionately low compared to the demand for them. Families needing one or two bedrooms do not have to wait in most cases, but those who moved to three or more bedroom units waited a considerable length of time. Taking the initiative allowed it by changes in the Housing Act made in 1961, the Gary Housing Authority raised admission income limits for displaced families, and thus a few more families, especially the larger ones became eligible for public housing. In effect this made more suitable housing available to them. Displaced families also were given priority over other applicants.

The most difficult problem encountered in relocation has been the low vacancy rate in decent, inexpensive private rental units. Low-income families who are ineligible for public housing on the basis of alleged moral standards or rent risk, therefore, have had to wait as long as a year in some cases for a suitable unit at a rent which they could afford. No family, however, has been either offered or forced to move to substandard housing by the relocation staff. In some cases, it was necessary to offer low-quality units which, although meeting the basic requirements of standard housing, were poor in appearance or location.

The relocation staff dedicated its task to the "human renewal" of families and individual householders of the Pulaski Project. This having been our first project, it was a learning process for most of us. Now that it is completed we feel confident that our experiences will be beneficial in future projects. We are proud to have shared in any upgrading of those displaced and to have been involved in the successful effectuation of the Pulaski Project.

On the following pages are the tables and map referred to in the text of the report.

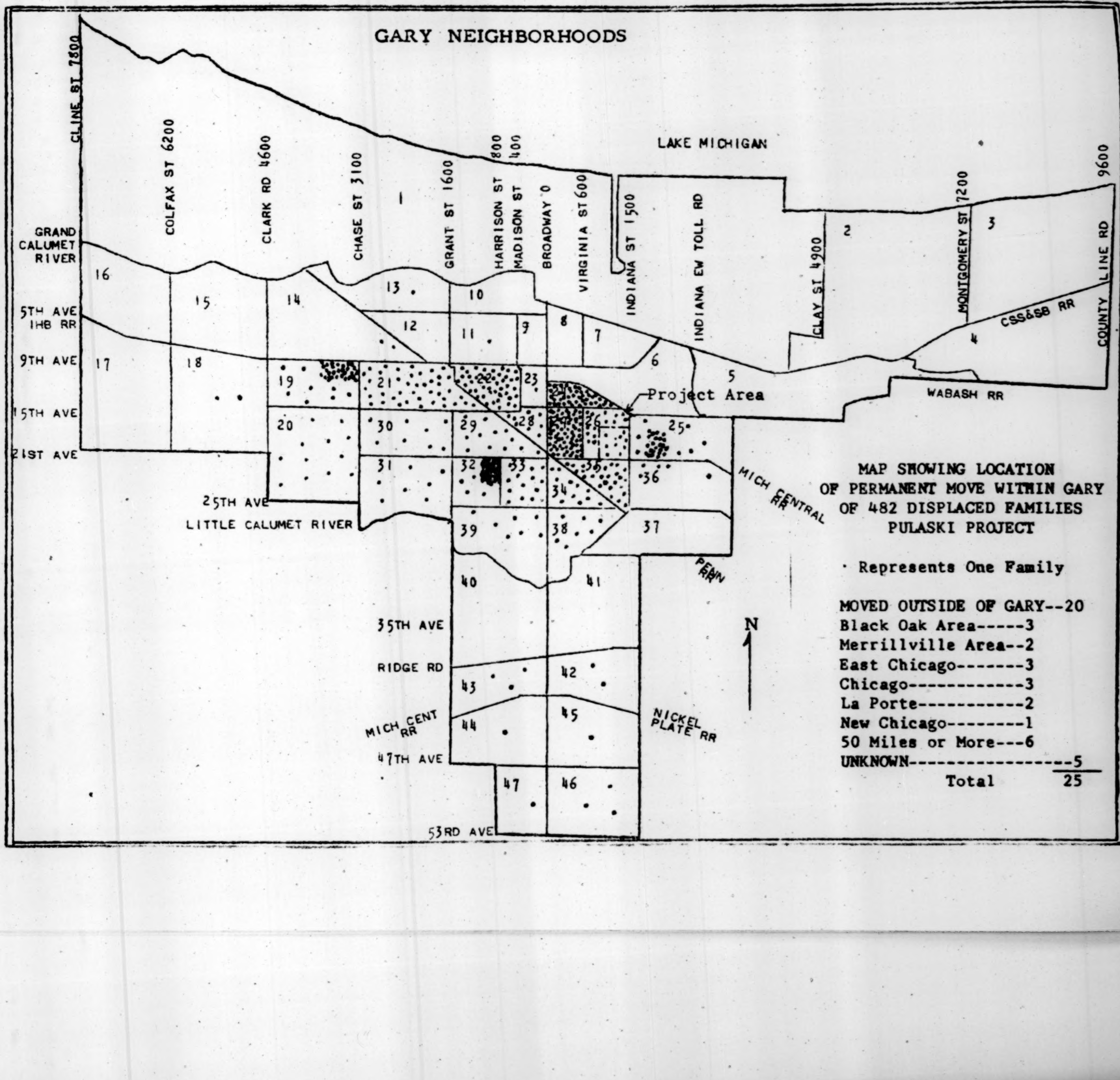
TABLE I. FAMILY, INDIVIDUAL, AND BUSINESS RELOCATION, PULASKI PROJECT, AS OF DECEMBER 31, 1966

	Displacement from:				
	Acquired Property		Rehabilitated Property		
	White	Nonwhite	White	Nonwhite	Total
Families					
Moved to Standard Housing	20	439		14	473
Private Rental	6	186		10	202
Referred	1	55		4	60
Self-Relocated	5	131		6	142
Private Sales	14	151		2	167
New Construction	2	25		1	28
FHA 221		9			9
Other	2	16		1	19
Existing Construction	12	126		1	139
FHA 221		2			2
Other	12	124		1	137
Public Housing		102		2	104
Moved to Substandard Housing		13			13
Private Rental		12			12
Private Sales		1			1
Condition Not Known	1	20			21
Out of Area	1	11			12
Evicted		9			9
Whereabouts Unknown		-			-
Total Displaced Families	21	472	-	14	507
Individuals					
Moved to Private Housing	13	65			78
Moved to Public Housing		7			7
Evicted		1			1
Total Displaced Individuals	13	73	-	-	86
Businesses					
Relocated - Total	20		-		20
Within City	19				19
Outside City	1				1
Discontinued Operations	7		1		8
Not Yet Relocated (Outdoor Sign)	1				1
Total Displaced Businesses	28		1		29

TABLE II. LOCATION OF PERMANENT MOVE OF RELOCATED FAMILIES, PULASKI PROJECT, BY GARY NEIGHBORHOODS

	Relocated Families			Selected 1960 Census Characteristics of All Dwelling Units in Neighborhoods		
Neighborhood	White	Nonwhite	Total	% Occupied by Nonwhites	% Substandard	% Overcrowded **
1 thru 10			-	*	8	12
11		1	1	*	17	6
12			-	*	1	2
13	1		1	*	3	5
14		2	2	*	5	28
15			-	*	10	19
16			-	-	62	46
17			-	-	9	36
18		2	2	8	10	30
19		40	40	6	4	23
20		13	13	95	8	26
21		42	42	26	21	17
22		43	43	26	19	15
23		1	1	60	72	27
24	4	39	43	32	6	16
25		30	30	99	23	56
26		24	24	96	5	37
27	1	69	70	92	42	23
28		8	8	97	70	28
29		12	12	97	36	29
30		8	8	83	22	25
31		7	7	100	46	38
32		53	53	100	19	36
33		14	14	99	54	24
34		11	11	99	45	29
35		27	27	100	13	53
36		5	5	100	6	43
37			-	-	-	-
38		7	7	99	57	26
39		7	7	100	40	26
40			-	-	7	7
41			-	*	7	13
42	2		2	*	7	12
43	3		3	-	11	14
44	1		1	-	6	8
45	1		1	*	14	15
46	3		3	*	16	20
47	1		1	-	5	12
Total Gary	17	465	482	33%	24%	19%
Outside Gary	4	16	20			
Unknown		5	5			
Total	21	486	507			

*Less than ½% **More than 1 person per room in dwelling unit.


GARY NEIGHBORHOODS
LAKE MICHIGAN
CLINE ST 7800
COLFAX ST 6200
CLARK RD 4600
CHASE ST 3100
GRANT ST 1600
HARRISON ST 800
MADISON ST 400
BROADWAY 0
VIRGINIA ST 600
INDIANA ST 1500
INDIANA EW TOLL RD
CLAY ST 4900
MONTGOMERY ST 7200
COUNTY LINE RD 9600
CSS&SB RR
WABASH RR
GRAND CALUMET RIVER
5TH AVE IHB RR
9TH AVE
15TH AVE
21ST AVE
25TH AVE
LITTLE CALUMET RIVER
35TH AVE
RIDGE RD
MICH CENT RR
47TH AVE
53RD AVE
MICH CENTRAL RR
PENN RR
NICKEL PLATE RR
Project Area
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MAP SHOWING LOCATION
OF PERMANENT MOVE WITHIN GARY
OF 482 DISPLACED FAMILIES
PULASKI PROJECT

· Represents One Family

MOVED OUTSIDE OF GARY--20
Black Oak Area-----3
Merrillville Area--2
East Chicago-------3
Chicago------------3
La Porte-----------2
New Chicago--------1
50 Miles or More---6
UNKNOWN----------------5
Total 25

TABLE III. REHOUSING REFERRALS MADE BY RELOCATION STAFF, PULASKI PROJECT, AS OF DECEMBER 31, 1966

Referrals	Number
Public Housing	223
Private Rental Housing	503
Sales Housing	
FHA Section 221	76
Other	42
Total	844

TABLE IV. REHOUSING INSPECTIONS MADE BY RELOCATION STAFF, PULASKI PROJECT, AS OF DECEMBER 31, 1966

Inspections	Standard	Substandard	Total
Prospective Units			
Private Rental	327	98	425
Sales	172	-	172
Units to which Families and Individuals have moved			
Private Rental	132	25	157
Sales	62	1	63
Total	693	124	817

TABLE V. RELOCATION PAYMENTS UNDER THE NATIONAL HOUSING ACT, PULASKI PROJECT, AS OF DECEMBER 31, 1966

MOVING EXPENSES AND PROPERTY LOSSES

	Number of Cases	Amount of Moving Expenses	Amount of Property Loss	Total Expenses
Families - Total	487	$33,349	$ 62	$33,411
Moving Expenses Only	485	33,053	xxx	33,053
Moving Expenses and Property Losses	2	296	62	358
Individuals - Total	71	4,243	-	4,243
Moving Expenses Only	71	4,243	xxx	4,243
Moving Expenses and Property Losses	-	-	-	-
Business Concerns - Total	27	19,471	15,240	34,711
Moving Expenses Only	13	9,480	xxx	9,480
Property Losses Only	4	xxx	6,954	6,954
Moving Expenses and Property Losses	10	9,991	8,286	18,277
Total	585	$57,063	$ 15,302	$72,365

RELOCATION ADJUSTMENT PAYMENTS

	Number of Cases	Amount of Payments
Families	16	$ 6,056
Individuals	1	500
Total	17	$ 6,556

SMALL BUSINESSES DISPLACEMENT PAYMENTS

Business Concerns	2	$ 3,000

TABLE VI. ADDITIONAL RELOCATION PAYMENTS UNDER GARY REDEVELOPMENT COMMISSION POLICY, PULASKI PROJECT, AS OF DECEMBER 31, 1966

	Number of Cases	First Month's Rent	Additional Moving Expenses	Total
Families - Total	119	$6,028	$ 856	$ 6,884
First month's rent (all or part) only	103	5,349	xxx	5,349
First month's rent and additional moving expenses	12	679	610	1,289
Additional moving expenses only	4	xxx	246	246
Individuals - Total	8	254	127	381
First month's rent only	4	179	xxx	179
First month's rent and additional moving expenses	2	75	67	142
Additional moving expense only	2	xxx	60	60
Businesses				
Additional moving expenses only	5	xxx	24,278	24,278
TOTAL	132	$6,282	$25,261	$31,543

TABLE VII. MONTHLY HOUSING EXPENSE BEFORE AND AFTER RELOCATION, PULASKI PROJECT

	Average (Median) Income	Average(Median) Housing Expense	
		Before	After
All Families			
Relocated in Sales Housing			
Amount	$ 675	$ 69	$128
As Per Cent of Income		10%	19%
Relocated in Private Rental Housing			
Amount	$ 404	$ 68	$ 78
As Per Cent of Income		17%	19%
Relocated in Public Housing			
Amount	$ 278	$ 64	$ 51
As Per Cent of Income		23%	18% *
Elderly Families and Elderly Individual Householders			
Amount	$ 167	Under $50	$ 52
As Per Cent of Income		Under 30%	31%

* Based on total, gross income of the family. The figure would be about 22% of net income if deductions, which the Housing Authority allows in order to determine the amount of rent to be paid, were made.

Bob Jackson

Proposal For Neighborhood Theatres Under The Anti Poverty Liberal Arts Programs of the "Great Society"

INTRODUCTION

This proposal was inspired in part by the needs of Gary, Indiana and in part by the success of similar theatre programs in other American and European cities. Several programs, notably that of the Schulbergs' in Watts have won national and international acclaim. We believe that the proposal here outlined is in the main stream of urban development policy today. This point can be further accentuated by the recent passage of "Model City" legislation, which specifically recognizes the impact of cultural developments on the social structure of disadvantaged urban communities.

The neighborhood theatre herein proposed would be located in a region of approximately 500,000 people. The region is unique in many respects: the principal city of the region, Gary, has a majority non-white population. The remaining population is primarily of East-European ethnic extraction of which about a third is first generation American. The concentration area of the program, Gary, has the following characteristics.

Total population - 178,320
Total number of families - 43,435
Total number of families with income less than $3,000 - 5,981
Percentage of families with income less than $3,000 - 13.8%
Families with income less than $1,000 - 1,583
Families with income between $1,000 - 1,999 - 1,937
Families with income between $2,000 - 2,999 - 2,461
Males 14 and over in the civilian labor force - 47,503
Percentage of males unemployed - 3.4%
Females 14 and over in the civilian labor force - 18,016
Percentage of females unemployed - 5.3%
Persons under 21 - 76,163
Percentage of persons under 21 recieving AFDC - 8.6%
Persons aged 65 and over - 11,337
Percentage of persons 65 and over recieving old age assistance- 10.8%
Total number of persons 25yrs. old and over - 94,003
Persons 25 and over with less than 8yrs. of education - 16,205
Percentage of persons 25yrs. and over with less than 8yrs of education - 17%
Infant death rates as a % of births per year - 27.0/1,000
Total number of housing units - 52,297
Number of housing units which are substandard - 8,670
Percentage of housing units which are substandard - 16.6%

The entire region is under considerable social strain owing to racial prejudice and extensive demographic turnover. Yet Northern Indiana and Lake County contains a substantial population which patronizes the arts, and the county has contributed several talents to the visual arts, literature, and the theatre. William Marshall, a noted actor of the screen and stage, is a native of the Negro community in Gary. Nelson Algren lived in Gary until recently. Karl Malden is a native of Gary.

MSS
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SEDFRE

NEIGHBORHOOD ACTION INSTITUTE, GARY, INDIANA
GARY PUBLIC SCHOOLS, 1969

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State Historical Society of Wisconsin

Please Retain Original Order

January 2, 1969

To: Members of the Gary Board of School Trustees

From: Gordon McAndrew, Superintendent of Schools

Subject: Progress Report on the Educational Program of the Gary Schools

The point of view which undergirds this report is based on the "schools are for kids" philosophy outlined to the total staff at its opening meeting in September: simply put, this philosophy argues that, in the final analysis, the justification of a school system is to serve the welfare of children and that decisions about program, organization, staffing, and facilities must ultimately be decided in terms of the contribution these decisions make to the learning of the young. It assumes that all of us have faith that students can learn and that we share a commitment to make that faith a reality. It expects the best from both teacher and learner and is satisfied with no less.

The single most serious educational problem in the Gary schools as reported to the Board on October 8 and October 22, 1968, is widespread and consistent educational under-achievement with particular reference to basic learning skills: therefore, our program must be based on two inter-related priorities: (1) teaching the fundamentals--the 3 R's, if you will--with particular emphasis on language skills, and (2) developing in students a motivation for learning with particular emphasis on a curriculum which is relevant and based on our knowledge of how children learn.

The reasons children don't learn may be grouped into four categories: physical, psychological, environmental, and educational. A public school is limited in what it can do about the first three areas. It must, however, develop an educational program based on the hypothesis that children can learn, regardless of color or condition.

Given this diagnosis of our system, what are we doing and where are we heading?

1. Instructional Program

At a press conference my first day in Gary, I spoke in favor of racial integration as a desirable objective. My commitment has not changed, and I have reiterated that position repeatedly over the last six months. The best educational experience for any youngster, assuming quality of program, is an integrated one.

Public schools can do much to instill the democratic ideals and goals of a free society but must ultimately reflect the community in which they exist, including that community's limitations and restrictions. Due to housing segregation, most of Gary's 60% black student population lives in the inner city. As a result, most of our schools are de facto segregated and the only possible way of achieving citywide integration is by mass two-way bussing. I am opposed to this. At the present time, we are bussing some students to relieve overcrowding. In this program, about 765 black students at both the elementary and secondary level are attending predominantly white schools.

There are ways of providing meaningful, integrated education for many of Gary's students (e.g., new site selections, such as Northeast High School; magnet schools; Deep River; Early Learning Center; and Urban Laboratory School), and we will continue to develop more of these kinds of programs.

We must improve the racial balance among our school staffs, and we will continue to work with individuals and organizations on both the local and national level to better the climate of human relations in our schools. We must strive to integrate not just bodies but minds and hearts.

Having organized and directed the most integrated boarding school in the country, I know that integration works and that it is right. That operation was also meaningful in that it was a quality educational program. First and foremost, that is what we must have in Gary. The balance of the report indicates how we are working to that end.

A. Elementary School

It has been estimated that 80% of a person's intelligence is developed by the age of six, hence the need for early intervention, particularly for deprived children. Since the summer of 1965, Gary has had a summer Head Start Program for pre-kindergarten children which has enrolled an average of 800 students each year. We are presently negotiating with the Federal authorities to have that summer experience made year round and to follow it in the first years of formal schooling with Federally-funded "Follow Through" programs.

This summer we received a three-year grant of approximately $1,500,000 under Title III of the ESEA to develop more effective programs for disadvantaged learners in poor neighborhoods. About half of this amount will go into the Early Learning Center which will open soon in facilities next to Williams Elementary School. This program is to serve all of the four-year-old children (approximately 300) in the Pulaski area who will be entering one of four elementary schools next September (Drew, Dunbar, Williams, Bethune) plus some children from other communities. It has been carefully designed to measure the effects of various educational treatments on the learning of pre-school children and will yield valuable information about the effectiveness of early intervention, including the effects of racial integration on learning.

A third major effort in the pre-school area has to do with a pre-school program for bilingual children (i.e., Spanish-speaking). This program is still in the proposal stage and was approved for submission to the Federal government by the Board on December 10, 1968.

At the kindergarten-primary (K-3) level, we are experimenting with several different approaches to the teaching of basic language skills.

Under the direction of Mrs. Imogene Jones, we have designed a program involving both teachers and aides for 70 Title I kindergarten classes in which the child is given a structured sequential program designed to strengthen language skills and concept development, develop skill in gross motor and perceptual performance, and improve the child's self-image.

The First Grade Instructional Improvement Program began last September in 60 classrooms under the direction of Miss Vera Hemingway. The major objectives of this project are to advance the learning potential, achievement, and self-concept of pupils in Grade One. Early assessment of the students' levels of readiness was made in order to determine the instructional materials best suited for each child. Based on that diagnosis, individualized instructional activities are planned with the teacher. Each teacher, assisted by an aide, works with youngsters in strengthening oral language skills using a program developed at George Peabody College. (A positive self-concept is cultivated by using photographs of contemporary Negro leaders and primary level books by and about Negroes.) (Monthly in-service training sessions are held for teachers and aides.)

Under the direction of Mrs. Helen Rogers, we are also conducting in six first-grade classes an experiment using teacher aides in a structured program aimed at improved oral language. In two other first-grade classes, we are using aides in a programmed tutoring program developed at Indiana University.

About half of the budget under our Title III Center City grant will go, as indicated, to the Early Learning Center; most of the balance of these funds will be used for the development of programs in the four elementary schools in the area. Dr. Carrie Dawson, Director of Developmental Programs, is in charge of this entire undertaking (called PEP--Pulaski Education Program), and is working closely with the elementary school principals to develop new strategies which will improve the learning and achievement of children. The implementation of the program began this month based on recommendations of staff "task forces" appointed last September. A separate report on this effort will be made to the Board at a later meeting.

A key requirement in all of our experimental efforts is that they be replicable; i.e., an approach found successful in one school can be applied to any other school. We also hope to gain information about the effectiveness of the local educational dollars we are spending and how they might be reallocated to yield better results.

The Outdoor Education Science Program at Deep River is also funded by Title III of ESEA with an annual appropriation of approximately $350,000 and is now in its second year. So far, this program has enrolled fifth and sixth grade children. The evaluation of the program to date indicates that it has been successful in important aspects. Its weakness has been that it has not clearly enough aimed at the two basic priorities described earlier: i.e., academic underachievement and student motivation. Modifications in this direction will go into effect at the end of this month.

In recognition of the need to give greater emphasis to fundamental skills, we are initiating, with the opening of the second semester, an instructional program in the primary grades which in most schools will increase by thirty minutes a week the time given over to academic subjects and will decrease by the same amount the time given to art, music, and physical education.

In addition, we will during the spring semester experiment with a program in grades 4-6 at Washington Elementary School and perhaps one or two other schools which will add between 140 and 190 minutes per week to academic subjects and will correspondingly decrease by the same amount the time given over to art, music, and physical education.

B. Junior High School

The historic role of the junior high school may be likened to the description of adolescents as "neither fish nor fowl." Too often, it has been a watered-down version of the senior high school with all of the disadvantages of the high school and none of its advantages. A committee headed by Robert Razumich is working on the organization and program of the junior or middle school and will report its recommendations to the Superintendent at the end of the current school year. For several reasons, including North Central Association requirements, I favor our moving in the direction of a 6-2-4 organization.

We are at present developing a major program proposal on drop-out prevention under Title VIII of ESEA. This project calls for intervention with seventh-grade students who have been identified as potential school drop-outs and incorporates many features of the North Carolina Advancement School which I organized in 1964. If approved, Gary will be one of about ten cities in the United States in this new enterprise. Similar to the Pulaski Education Program, this "urban laboratory" is to be a research and development center which will develop programs for all Gary schools.

Last summer, four junior high schools (Pulaski, Beckman, Tolleston, and Froebel) experimented with a new linguistic approach to the teaching of reading and language skills (the Sullivan Program). The results of this effort were reported to the Board at its meeting on September 10, 1968. These initial findings were promising and, based on this, we are instituting the Sullivan approach at Pulaski Junior High School this spring and have tentative plans for an expanded program next summer using Title I funds.

C. Senior High School

The staff is currently discussing the applicability of the so-called "magnet school" concept to the senior high. Simply described, the magnet concept calls for a basic program of general education in all high schools. It superimposes on this traditional structure a program which is unique to a given school so that the organization of the high schools of the city is one which features certain "centers of excellence." The Technical-Vocational School which opened last September is in some ways an example of this. In the case of the Technical-Vocational School, the student gets his basic academic education at a home school and comes to the technical school to pursue an educational program which is available to him only there. The high school students who attend Technical-Vocational half a day, attend the other half day in one of eleven different "home schools." This year, we are offering a pilot magnet program at Roosevelt High School in French involving also the subject areas of art, music, and history. Next fall, the program will be expanded to enroll 200 advanced Spanish and French language students from throughout the city. Funding will come from either Title I or private foundation funds. The program will be outlined to the Board in detail at a subsequent Board meeting.

When fully developed, the magnet program will allow a student to apply to a particular school which offers the subject specialization which he wants (e.g., foreign language, mathematics, science, humanities, performing arts, etc.). He would, if admitted to this center, remain enrolled as a student in his neighborhood school but would attend the educational center of his choice daily for half a day. This approach has obvious advantages. It builds up an advanced program in a given school which we could not afford in all of our high schools. It also stimulates the educational climate in a school which has a "center of excellence" and helps in recruiting and keeping teachers highly qualified in a given subject field. There is a crude analogy here to athletics where certain schools establish reputations in particular sports. Another obvious advantage to the magnet school is that it makes possible a degree of racial integration in that students from all over the city attend classes together at a particular location.

There are, in every high school, students with ability to go to college who will not go. The major reason is usually a lack of motivation based on environmental handicaps. Such "hidden talent" exists particularly in schools in poor neighborhoods. Because ignoring this potential represents a waste of human resources, we are instituting a talent search program at Roosevelt High School this spring. The financial investment in this program is not a large one. The present plan is to assign a special counselor to identify and work with the students described. Roosevelt has been chosen because it qualifies as a Title I school, and we have some unallocated funds in that budget. We are also considering a tutoring program in conjunction with this whereby high school students will help elementary and junior high pupils in their community. My previous experience in this kind of undertaking indicates that it helps both those giving the help and those receiving it. A program of this sort (JET--Joint Effort in Tutoring) started this fall at Edison under the direction of Claude Mayberry, a faculty member.

There is no doubt that American education, particularly the teaching of American history, has overlooked the contributions made by black people. The sin has been one of omission as well as commission. Not only have the black people been ignored in our textbooks; they have too often been denigrated. In Gary, American history is taught at 5th, 8th, and 11th grades. Staff members under the direction of our Social Studies consultant, Dr. Marie Edwards, are in the process of re-doing our history study guides in order to portray more completely the contributions made by all ethnic and nationality groups, with particular emphasis on black people. In addition, as approved by the Board at its meeting on December 10, 1968, we will offer in all our high schools beginning next year, a separate course in Afro-American history. There is, as well, a unit on the role of the Negro in America in the 4th grade Social Studies course.

While not confined to the senior high school level, staff has been working closely with Model Cities in preparing a major program for Gary to improve the life and conditions in our inner city. Dr. Douglas Covington has been assigned 60% of his time for the last several months to work with the Model Cities group, and we will have a major working conference the 29th and 30th of this month to prepare the educational component of that program.

Concerning the overall organization, I plan to appoint this month a committee to study the feasibility of a year-round school program in Gary. My present thinking is to favor a quarter plan with staff and students assigned on a required three, optional four, quarter basis. This plan has obvious advantages and some problems, both financial and logistic. A detailed report on this subject will be made to the Board in the late spring. The earliest implementation date would be the fall of 1970.

II. Personnel

A. Staff Recruitment

There are 2200 teachers in the Gary schools. The turnover each year requires us to recruit about 300 annually. A complete report of personnel recruitment, turnover and assignment is now in preparation and will be reported to the Board in the near future. We have broadened our national recruiting campaign and are actively wooing the many capable student teachers now with us in the hope that they will become regular members of our staff. An added element this year is our relationship with Purdue University whereby twenty-five of their student teachers are assigned to three of our inner city schools (Williams, Beckman, and Roosevelt). We are also in the third year of work with the Teacher Corps, a Federally-funded program aimed at recruiting and preparing young people for inner city teaching.

B. In-Service

We have developed a cooperative program with Indiana University for an in-service program enrolling 40 members of our staff. Also beginning this month, the Center for Inner City Studies in Chicago will offer three courses in urban education involving about 100 of our teachers. A similar cooperative relationship has been developed with Valparaiso University whereby their staff will work with the faculties at Beckman and Pulaski in a course beginning next month dealing with the teaching of reading in various subject areas.

In addition, as the Board was informed last month, we have good assurance of funds under Title V, ESEA, for a series of in-service workshops which will involve our approximately 200 administrators and supervisory staff. Two equal groups will spend two weekends this spring in an intensive course on problems relating to urban education. We are now discussing the organization of this program with representatives of various groups including the Institute for Human Development in Atlanta.

Last summer we conducted a workshop at Deep River for 65 of our staff who have accepted assignments to improve racial balance in our schools. Dr. William Watson handled this program and is in contact with this group of our teachers, many of whom are enrolled in the in-service program being conducted by the Center for Inner City Studies.

We have had very preliminary discussions about development of leadership training programs which would allow us to identify promising members of our staff and help prepare them for future administrative and supervisory responsibilities. In all probability, this plan will be worked out in cooperation with the Northwest Campus of Indiana University and submitted under new legislation passed by Congress last year (the Education Professions Development Act). Under that same act, I have discussed briefly with Dr. Montague Oliver and members of the St. Joseph's College staff a cooperative program for the training of teacher aides.

C. Role of the Principal

The program in any given school can be no better than the leadership provided by the building principal. A few months back, I had the Research Department prepare a thorough survey of the longitudinal ability-achievement test data for each of our elementary schools. This information was discussed with principals at a meeting in November. They were then requested to work with the supervisory staff and their faculties in examining carefully the specific data for their school and to develop ideas for improved instructional programs based on this examination. My emphasis in these discussions with principals was on the responsibility they have to develop a program appropriate for their school. It has been my impression that heretofore there has been too much concern about a common program among our schools. While some commonality is necessary, I have made it clear to our administrators that just as our instruction must take into account individual differences among children, so must it consider differences among schools. Also, just as teachers must expect student performance in order to get it, so I consider the principal's leadership crucial in improving school performance and have expectations of them related to the importance of their work. In carrying out this line responsibility, they must and will have the help and support of the Service Center staff.

In addition, I would like to see the role of department heads strengthened substantially by giving them more released time and status to provide instructional leadership at the school site. A committee, chaired by Mr. Marion England, has made a report to me in this area; however, implementation of the plan is not possible immediately for financial reasons.

Emphasis must be on activity at the school site with expectations that improvement will be a constant objective. In this connection, I have now visited half of our 46 schools and by the end of the year will have visited at least once all of our schools. I have, on these occasions, spent time with the principal discussing his specific programs, problems, and plans.

My most critical observation of our instructional program is that it is not relevant for too many of our students. Some of the finest teaching I've ever seen has been in Gary; but, generally, we have not encouraged teachers sufficiently to be creative and to adopt their teaching to the needs of their particular students rather than to the dictates of a course of study, a tradional requirement, or a textbook. We must constantly assess what we teach and why and stop assuming, sometimes unconsciously, that failure to learn is in the innards of the child rather than in the structure of the system.

III. Community Relations

The big issue ahead in urban education is going to be the extent to which the community is involved in school planning and programs. The current situation in New York City and to a lesser degree in other places points to the fact that there is a rising sentiment in the black community of our cities that integration is not going to work and that the issue now is their concern over the quality of education in the schools which their children attend. There is widespread concern, and in many instances a conviction, on the part of minority group parents that the schools serving their children are bad because the school board and professional staff have not given enough attention to them. For this reason, in many communities there is a growing demand that the control of these schools, wholly or in part, be in the hands of the community rather than the school board. It behooves us in Gary to be aware of this issue. I have had many discussions with our staff, interested citizens, and community groups about how we can accomplish the common objective of school improvement and assure that in this process the community is involved in what happens.

A. Pulaski Area Survey

Within the near future, we will have completed under the direction of Mr. Joseph Chapman, a thorough survey of approximately 1500 families in the Pulaski area who have children in our schools. To my knowledge, such a house-to-house "Gallup Poll" has never been conducted by a school system. A unique feature of our approach has been that this study was done by 28 parents who live in the Pulaski neighborhood. It then became a "neighbor-to-neighbor" discussion where we obtained information concerning parents' hopes and aspirations for themselves and their children and their attitudes and suggestions concerning the community in which they live and the schools which their children attend. This survey was approved by the Board in September and is being financed by a grant from the Rockefeller Foundation.

As would be obvious, the 28 citizens who have been involved in this study have themselves gained a great deal of insight and considerable expertise. Because of this, we have discussed with the Office of Economic Opportunity additional funding in order to keep these parents together working with us as neighborhood representatives to find better ways of involving parents in the education of their children. This proposal will be presented for approval to the Board in the next few weeks. We have received considerable encouragement from Washington that it will be funded. The Federal authorities are hopeful that perhaps in Gary we can find viable models for effective community involvement without community disruption.

B. Citizens Advisory Committee

Under the Title IV Civil Rights grant, we have established a committee of 15 members to assist the administration and Board in improving school-community relations and, specifically, to address themselves to the problems concerning racial integration and equal educational opportunities. This committee, under the chairmanship of Mr. Clarence Borns, has been meeting regularly since November and will make its first recommendations to the Superintendent this month. These have to do with the committee's study of permanent boundaries for West Side High School. Obviously, the deliberations of this group are advisory; but I have been pleased with the sincere way in which they have approached their task and the knowledge and interest they have brought to it.

C. Public Information Program

As I indicated shortly after arriving in Gary, we have need in the School City to develop a strong public information program about our schools. In this context, we have established PROGRESS, a monthly Superintendent's bulletin distributed to all of our staff and disseminated widely in the community. We are now working on our fourth issue, and the response to this communications vehicle has been very positive. In addition since becoming Superintendent, I have spoken to approximately 100 citizens groups, service clubs, and other organizations about our schools. I have a standing engagement with radio station WWCA to appear on the "Sound Off" program the last Thursday of each month. In addition, our Post-Tribune school reporter began last month a regular column in the Sunday paper called "Scratch Pad" which is yet another attempt to communicate to the public information about the schools. In this context, of course, the Statement of Educational Philosophy adopted by the School Board in November and the POLICY MANUAL, of which this statement is a part, are valuable contributions that the Board of School Trustees has made toward school-community relations.

Our main challenge in Gary is to restore a sense of community to our city. Deep and serious fissures have developed, the most visible being polarization along racial lines.

We still have time, though not much, to bring ourselves together and our schools can contribute importantly to this. Time, of itself, however is neutral. What we as a community become will depend in large part on what those in positions of of leadership do. In this sense, the Board of School Trustees, I as your Superintendent, and all members of the School City staff have a great responsibility and a great opportunity to create in Gary a program of quality education for all. This report is submitted in the hope that it will help explain how we are working to reach that objective.

SCHOOL CITY OF GARY
Gary, Indiana

SUMMER EVENING RECREATION PROGRAM

The 17 recreational centers which operated during the summer of 1968 were not only a complete success but also a blessing to our communities.

These centers gave thousands of our youth and young adults many hours of pleasant leisure activities under trained leadership. Because of this program it is felt that much of the unrest found in our youth throughout the country was minimized in Gary.

It is agreed that more centers need be opened and every effort should be made to this end. It has often been said that idle hands are the devil's tools. A city wide program would insure many activities for these idle hands and help produce a satisfied youth and city. It is strongly recommended that our summer recreation program be expanded to 20 centers.

However, this program cannot become a reality until a source of funds are found. The program was first started in the summer of 1966 - Federal funds came from Title 11A (Office of Economic Opportunity); the same held true for the summer of 1967. Last summer the program was in jeopardy because O.E.O. did not make funds available. Through last minute effort and appeals, Title 1 of the Elementary and Secondary Education Act funded this program.

At this very moment as summer is approaching, appeals for funds to both Title 1 and Title 11 have not shown encouraging results. If this were to come to pass - Gary could no longer be destined to become the Model City of the 20th Century.

Submitted by:

Joe Vance

Joe Vance
Supervisor of Community School
Recreation

Approved by:

George T. Stroia

George T. Stroia
General Supervisor of Health,
Physical Education & Recreation

GARY PUBLIC SCHOOLS
Gary, Indiana

Department of Community School Recreation

SUMMER EVENING RECREATION PROGRAM

June 23 to August 22, 1969; Monday through Friday; Daily from 5:00 to 9:00 p.m.

Introduction

Leisure time is here! Modern life is being revolutionized by its rapid extension. People have always had some leisure time, but in recent years it has come with such suddenness that few are aware of its far reaching significance.

Society may find its greatest asset in the constructively used leisure of its citizens but too much free time without adequate preparation and leadership for its use may also become the greatest menace to the community. The increase of leisure has been heralded as a great blessing to mankind but its misuses have created grave problems. Therefore, we realize recreation is vital to the individual if he is to become a well-rounded citizen in society. This program is designed to assist the individual and provide the impetus for the achievement of a better self-image.

This program will provide services for ten-thousand youths and young adults daily.

A community school center can be the hub of community activities for children, youth, and adults. Its purpose is to give all community members, regardless of race, economic status, or religion an opportunity to plan, work, learn and have fun together. People may drop in to get acquainted, participate in family or neighborhood activities, or become members of a recreational interest group. Through the members of the community working together, individuals are helped to meet their physical, emotional, or social needs.

Recognizing that there are anti-social individuals who are not inclined to participate in organized activities at school facilities, provisions will be made to seek and help such persons on an individual basis.

Other established benefits for the City of Gary follow:

1. The physical plants of our schools, already representing an investment of millions of dollars, are suitable for community recreation and education. This would eliminate the need for costly duplication of facilities, and would yield an additional return on the investment already made. (There is a rapid trend to build new schools with the community school use concept.)

2. Schools are geographically suited to serve as neighborhood centers for recreation, education, and democratic action. By their nature, they are accessible to every man, woman, and child in the city.

3. Community school programs improve juvenile and young adult behavior.
4. Community school programs possess some of the elements that influence potential drop-outs to stay in school. The wide range of activities appeals to both the gifted and less gifted.
5. Youngsters and adults are assured of participation in a wholesome and safe environment, under supervision of trained adult leadership.
6. A community school center offers every man, woman and child an opportunity to make constructive use of leisure time.
7. Increased use of facilities by the community leads to better understanding and support of the school by the community.
8. A community school program will give every person, including those who do not belong to a club or an organization, an opportunity to participate in a neighborhood program on voluntary basis.

The establishment of a community school program considers the fact that a child is not only the product of a classroom, but his total environment which also includes his home, family, recreation, friends, church--the entire community. The public schools have traditionally played the role of common denominator in our democratic society. They are an institution truly representative of all classes, creeds and colors. This is a setting to provide a city with an opportunity for the best possible development for each of its communities.

Social and political scientists, educators, community leaders, and governmental officials are constantly expressing the need for programs which will help to eliminate the recreational vacuum that exist in many segments of our modern-day society. They all agree that all communities have social sensitivities that must be met, and that mass leisure, when not used constructively, is dangerous. Therefore, the Gary Public Schools propose the following program to meet the needs of the individual in our urban society.

Schedule of Activities

Supervised, organized activities will be offered five (5) days each week, Monday through Friday, from 5:00 to 9:00 p.m., at the following elementary schools: Banneker, Bethune, Beveridge, Carver, Chase, Douglass, Drew, Lincoln, Locke, Norton, Washington, and Williams.

Programs will include activities in the gymnasium and on the playground. Furnished: Basketball, volleyball, badminton, handball, checkers, chess, quiet games, supervised free play, and the organized softball and volleyball league games.

Programs at the following secondary schools: Beckman, Edison, Emerson, Froebel, Mann, Pulaski, Roosevelt and Tolleston will include all the above activities plus tennis, golf, archery, and where swimming pools are available, there will be swimming for both girls and boys each day of the program. Other activities may be added if the need arises.

JOB DESCRIPTIONS

SUPERVISOR

Responsible to: Superintendent of Schools - School City of Gary

Duties and Responsibilities:

1. Has responsibility for broad planning, implementation, and evaluation of program.
2. Provide administrative and supervisory leadership for all project staff.
3. Coordinate and provide liaison with School City Staff and community groups.
4. Maintain necessary records and prepare all project reports as required.
5. Assume all other leadership responsibilities as required for project effectiveness.

COORDINATORS

1. Will report to the supervisor.
2. Provide planning and supervisory services at assigned locations. Each coordinator will be directly responsible for the effectiveness of the programs operating at nine schools.
3. Prepare reports and maintain records as required.
4. Visit each assigned location daily to provide necessary assistance and supervision.

RECREATION LEADERS

1. Plan specific activities at assigned center.
2. Prepare daily and/or weekly schedule of activities.
3. Prepare and maintain records as required.
4. Assume responsibility for all activities taking place at assigned school.
5. Supervise performance of staff at assigned school.
6. Assume responsibility for facilities, equipment, and supplies.

Young Adult Recreational Aides

Directly responsible to the leaders at the school recreation center.

Responsible for:

1. Serving as assistants to leader in specific activities assigned at the school recreation center.
2. Giving leadership to the program at the center.
3. Consulting with the leaders on plans and problems.
4. Conducting all program activities in accordance with health and safety standards and procedures.
5. Seeing that facilities and equipment at his center are ready for use, and that equipment and materials are properly stored after each usage.
6. Cooperating in the evaluation of the recreational needs and interests of a neighborhood.
7. Keeping records and making reports as required.
8. Serving on committees as assigned.
9. Performing such other duties as may be assigned by leaders.

SECURITY MEN

1. Supervise shower room.
2. Assist in other program activities as required to insure protection of facilities and participating personnel (youth and young adults).

CUSTODIAL HELP

1. Responsible for cleaning facilities and grounds.
2. Opening and closing school facilities.

3/27/69

1969 SUMMER EVENING RECREATION PROGRAM

Projected Cost for 44 Days of Operation - June 23 through August 22, 1969
4 Hours Per Day(5:00 to 9:00 p.m.) - 5 Days Per Week

Schools		Required Personnel					Facilities Available
		Leaders	Security	College Aides	NYC Aides	Custodians	
1.	Banneker	2	1	1	3	1	1 Gym & Grounds
2.	Beckman	2	1	1	3	1	" "
3.	Bethune	1	1	1	3	1	" "
4.	Beveridge	2	1	1	3	1	" "
5.	Carver	1	1	1	3	1	" "
6.	Chase	2	1	1	3	1	" "
7.	Douglass	1	1	1	3	1	" "
8.	Drew	1	1	1	3	1	" "
9.	Edison	2	1	1	3	1	" "
10.	Emerson	2	1	1	3	1	2 Gyms, Grounds, 1 Pool
11.	Froebel	4	1	1	3	1	2 Gyms, Grounds, Boys Pool & Girls Pool
12.	Lincoln	2	1	1	3	1	1 Gym & Grounds
13.	Locke	2	1	1	3	1	" "
14.	Mann	4	2	1	3	1	2 Gyms, Grounds, Boys Pool & Girls Pool
15.	Norton	2	1	1	3	1	1 Gym & Grounds
16.	Pulaski	3	1	1	3	1	" "
17.	Roosevelt	2	2	1	3	1	2 Gyms, Grounds, 1 Pool
18.	Tolleston	2	1	1	3	1	2 Gyms & Grounds
19.	Washington	1	1	1	3	1	1 Gym & Grounds
20.	Williams	1	1	1	3	1	" "
		39	22	20	60	20	

PLEASE NOTE - June 19 and 20 will be for In-service Training for all personnel working in the program. Schools will open for recreation on June 23rd.

1969 SUMMER EVENING RECREATION PROGRAM

Projected Cost For 44 Days - June 23 through August 22, 1969
Monday through Friday - 5:00 to 9:00 p.m.

SALARIES -

5.50 PH.	3 Coordinators	$ 2,904.00	
4.20 "	39 Leaders	34,279.20	
2.00	20 College Aides	7,360.00	
2.10	22 Security Attendants	8,131.20	
3.50 hrs	20 Custodians	15,080.00	
			$67,754.40

FRINGE BENEFITS -

Social Security	$ 2,600.00	
State Teachers Retirement	1,986.00	
Liability Insurance	600.00	
Workmen's Compensation	650.00	
Group Life & Major Medical	100.00	
Custodians Retirement	1,366.16	
		7,302.16

LOCAL TRAVEL -

1 Supervisor, 3 Coordinators	$313.60	
Recreational Supplies	4,000.00	
Custodial Supplies	800.00	
		5,113.60

Total $80,170.16

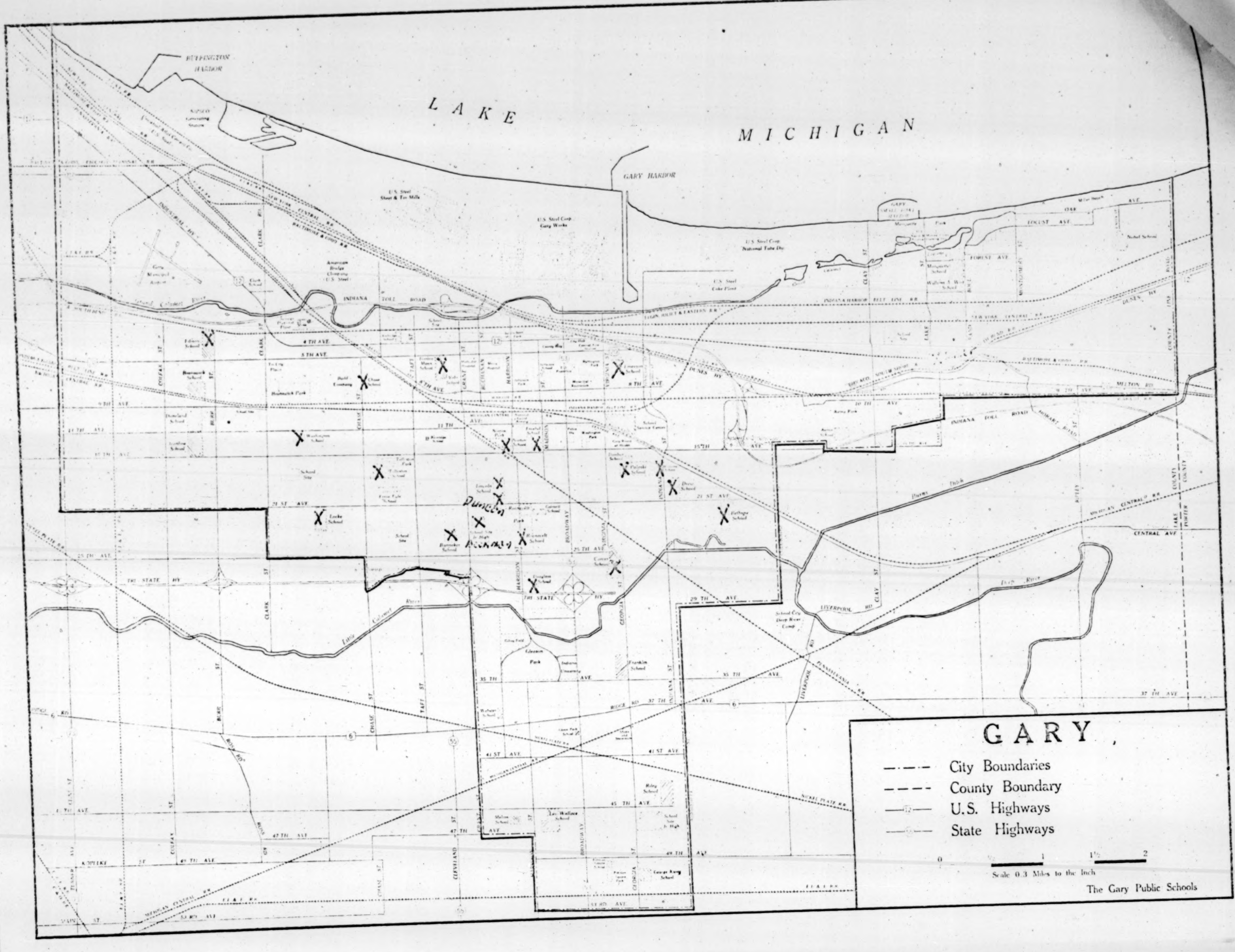
Daily cost of program $1,836.80

ek
day
9:00 p.m.

TITLE I SUMMER EVENING RECREATION PROGRAM

PARTICIPATION REPORT FOR PERIOD -
June 19 to August 23, 1968
(47 Days)

School	Number of Participants			Total Number of Participants	Total Number of Participant Hours
	Boys	Girls	Adults		
BANNAKER	2,439	922	710	4,071	16,284
BECKMAN	3,519	987	676	5,182	20,728
BETHUNE	2,015	1,158	---	3,173	12,692
BEVERIDGE	1,664	274	275	2,213	8,852
CARVER	3,054	1,244	196	4,494	17,976
DOUGLASS	3,310	2,571	46	5,927	23,708
DREW	1,630	646	341	2,617	10,468
EDISON	2,548	1,019	1,270	4,837	19,348
FROEBEL	7,192	2,752	939	10,883	43,532
LINCOLN	3,146	785	787	4,718	18,872
HORACE MANN	5,035	1,886	2,256	9,177	36,708
NORTON	3,718	1,435	---	5,153	20,612
PULASKI	3,542	2,312	---	5,854	23,416
ROOSEVELT	5,270	597	1,068	6,935	27,740
TOLLESTON	2,630	---	1,130	3,760	15,040
WASHINGTON	2,700	1,065	---	3,765	15,060
WILLIAMS	2,585	1,708	---	4,293	17,172
TOTALS	55,997	21,361	9,694	87,052	348,208

LAKE MICHIGAN
BUFFINGTON HARBOR
GARY HARBOR
U.S. Steel Sheet & Tin Mills
U.S. Steel Corp. Gary Works
U.S. Steel Corp. National Tube Div.
INDIANA TOLL ROAD
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Deep River
Gleason Park
Washington School
Locke School
Lincoln School
Roosevelt School
Banneker School
Froebel School
Emerson School
Pulaski School
Franklin School
Riley School
Lew Wallace School
Mallon School
Webster School
Edison School
Bethune School
Nobel School
GARY
City Boundaries
County Boundary
U.S. Highways
State Highways
0 ½ 1 1½ 2
Scale 0.3 Miles to the Inch
The Gary Public Schools

PROPOSAL

The Experimental Family Education Committee submits the following proposal to the School City of Gary:

This proposal is the result of studying the needs of the Latin American Community in the Emerson to John Vohr school districts of Gary. The following needs have been identified:

1. The need to effectively use the English language for purposes of communication on all levels.
2. The need for consumer awareness on all levels of economic life.
3. The need to meaningfully understand and relate to family and community.

The underlying philosophy of this program is that for man to be a productive and responsible participant of society, he must of necessity understand himself and the culture in which he lives.

It shall be the objective of this program to provide that climate which will afford the participants maximum self-awareness, hence, a sense of social inter-dependence. Parallel to the process of individual maturation, those who compose the subcultures of our society must pass through the stages of dependence and independence if they are to meaningfully arrive at inter-dependence. With respect specifically to the Latin Community of Gary, it shall be an implicit part of the structure of our program that on all levels personnel shall be aware of the participant's cultural identity, hence, their personal worth (independence) as human beings.

Thus, it is our hope that this program will not only make a significant contribution to the Latin community, but to the total community of Gary.

We submit to you the result of a communication addressed to the residents of the area. The papers returned have been tabulated and the numbers indicate the interest shown by the participants of this survey ~~in each~~ section ~~of~~ The proposed curriculum has been developed from this response.

Dear Parents:

During the past few months, several people who have been working in the area around Jefferson, Emerson Elementary, St. Lukes, Holy Angels, and Vehr schools have been meeting in hopes of providing a program which would benefit you and your families. The people concerned are those who work in the capacity of Community workers, Social Workers, Ministers, Priests, Teachers, and Policemen. We have worked with the people of Latin-American descent, and from our work, we have observed the presence of three needs in our small area. These needs as we have spelled them out are:

1. Communication-- You realise your need to be able to speak English and to make yourself understood in the city. You want to be able to read your children's notes from school, you want to be able to make your own plans and arrangements when you are buying merchandise, you want to be able to get to the right people when you need special help of any sort. To do all this, you realize you need to first learn to speak, and read and write the English language. Therefore, we are thinking of a program that would help you to do all this.

   For this need we would like to offer:the following; Please check the course you would be most interested in:

   _20_ BASIC CONVERSATIONAL ENGLISH

   _25_ ADVANCED ENGLISH WITH HELPS IN READING AND WRITING BUSINESS LETTERS AND THE LIKE

2. Education on Economics-- You want to be able to make your money stretch and make the best use of it, but because our society is so complicated today, we all need some help in trying to manage our money in the best way. You want to be able to know when and how to buy on credit, and when you are getting a good deal on a sale be it on food, clothing, houses, or cars. You want to be able to buy the most for your money, and many times because you don't understand some aspects of the deal at hand, you are cheated out of much money.

To meet this need, we are thinking of the following program. Please check the items you would be most interested in learning and hearing about:

13 Buying merchandise -- on credit - cash -- checking accounts
15 The value of buying Food Stamps
15 Discussion on Interest Rates
10 Credit Union procedures
14 Real Estate -- where, from whom, and how to buy a good house
20 Why you pay taxes, how to file tax returns, etc.
13 The value of Insurances
22 What Social Security is and how you get your benefits

3. Family and Community Needs -- You want to be able to bring up your children in the best possible way here in Gary. You meet with many problems in the home and outside the home. You might need someone to help you to understand your children, to help you to know how to deal with anger, with discipline of your children, etc. For this need, we are thinking of having different speakers come to discuss with you some of these areas of concern. Please check what you would be most interested in:

____ You and Your Family
12 Understanding your children
____ You and Your City
17 How you can become a participating citizen
6 How you can use your vote most effectively
18 Your rights as a citizen

4. There are some of you who are interested in getting your American Citizenship if you do not yet have it. Will you check below if you are interested in this type of program.

9 Americn Citizenship

We would like to tell you too, that this proposed program would include your whole family if you wanted to. You could bring your children with you and we would have a program for the pre-schoolers and for the grade school children who would be coming. Would you please write the number of children you would be bringing with you to such a program:

Children under 6 and not in school 21
Children who attend grade school 69

We would very much like you to pick your time for this program. The program is being planned for Jefferson School. Would you like to come on:

Tuesday and Thursday from 7:00 - 9:00 P.M. . 18
Tuesday and Thursday from 6:30 - 8:30 P.M. 25
Other suggestions ______

Since we want this program to meet your needs and your children's needs, we would very much appreciate hearing from you. Please write any suggestion you might have. This is your chance to tell us what you think you would like to see in your area.

NAME______
ADDRESS______ PHONE______
SCHOOL YOUR CHILDREN ATTEND______

NOTE: If it is not possible for you to attend the classes, please fill out the questions and return it back to the school. Thank you.

Transportation 3

The Experimental Family Education Program

Course Content Outline

	Tuesday	Tuesday	Thursday	Thursday
6:30 - 7:25	Conv. Basic English Gp. I	Adv. Eng. GPII Family & Comm. Relations	Basic Eng. Gp. I	Adv. Eng. II Consumer Education
7:35-8:30	Conversational English I Family and Community Relations	Advanced English Group II: Reading, Writing, Letter Writing, etc.	Basic Eng. Gp. I Consumer Ed.	Adv. Eng. II Reading, Writing Letter Writing
8:30 - 9:00	Leadership classess for staff members to discuss community problems and how they can best be solved.			

The Experimental Family Education Program

Course Content Outline

Tutoring and Preschool Program

	Tuesday	Thursday
Preschool	Nursery Schooling Headstart Play activities.	Nursery Schooling Headstart Play activities
Elementary School Tutoring	Tutoring in the following areas: First grade, Second grade, Third Grade Fourth Grade Fifth grade sixth grade Reading, social studies, mathematics (1 tutor per each group of 4 students). Aid with homework, etc. Play and Art Activities, etc.	← " ← " ← "

BUDGET

NEED	RESOURCE
2 Qualified Teachers	Adult Basic Education Program Gary Public Schools, Federal Grant
Classroom Space Tues. & Thurs. Evenings 6:30 - 9:00 P.M.	Jefferson Elementary School School City of Gary
3 Volunteers for Pre-School Staff	Volunteers from Supporting Agencies
15 Tutors for Elementary Age Students	Volunteers from Supporting Agencies
1 Volunteer to Co-ordinate Pre-School & Tutoring Services	Volunteer from Supporting Agencies
Guest Lecturers	Volunteers from Community & Civic Agencies
Materials	Donations from Supporting Agencies
Transportation	Responsibility of Supporting Agencies

DURATION & EVALUATION OF PROGRAM

May 1 - July 31, 1969

Funds will be available from School City through June 30, 1969, which leaves funding for July to be secured. Since this is a pilot project, an evaluation will be submitted to the committee and School City upon termination of the program on July 31, 1969. The purpose of said evaluation will be to determine the program's effectiveness and its possibilities for the school year 1969-70, plus potential expansion to other key location of the city.

SCHOOL CITY OF GARY

SCHOOL COMMUNITY RELATIONS OFFICE

TO: Administrators, P.T.A. Representatives, Teachers and Students

WORDS AND SKETCHES

- Elton Fax

.........is that rare combination of sensitive, perceptive artist and exciting public speaker who communicates with his audience with sketches as well as words. Through this combination of reporting techniques he gives to his audience a true picture of the ordinary people of Latin America, Africa, and the black American community. He will describe -- as he sketches in color -- how his travels helped him to find out how people really look and live, and the way they feel about themselves and us.

ABOUT MR. FAX ....

Elton Fax has lived in Mexico. As a participant in the U.S. Department of State's Educational Exchange Program, Mr. Fax travelled in South America and the Caribbean where he gave chalk-talks to students and professional art groups. He also sketched portraits and caricatures of dignitaries. He has made three trips to the African continent, the most recent of which took him to East Africa and the United Arab Republic.

Tuesday, May 13, 1969

2:00 P.M.

TECHNICAL VOCATIONAL

35th Avenue and Indiana

This program is sponsored and funded by the School Community Relations Office.

W H Watson
William Watson, Special Assistant to Supt.

Vera L. Hemingway
Vera L. Hemingway, Program Coordinator

APPROVED: G McAndrew
Gordon McAndrew
Superintendent of Schools

5/7/69
emc

From the Desk of:

VERA L. HEMINGWAY

Director,
Please distribute!
If there are
questions, call
886-3111
Ext 242

SCHOOL CITY OF GARY

SCHOOL COMMUNITY RELATIONS OFFICE

TO: Administrators, Teachers, Students, and Parents

WORDS AND SKETCHES

- Elton C. Fax

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NOTE: You may attend any of the scheduled lectures.

DATE	SCHOOL	TIME
Monday, May 12, 1969	Roosevelt 730 West 25th Avenue Auditorium	9:00 A. M.
	Emerson 716 East 7th Avenue Auditorium	2:00 P. M.
Tuesday, May 13, 1969	Froebel 15th Avenue and Madison Auditorium	10:00 A. M.
	Technical-Vocational 35th Avenue and Indiana Industrial Clinic For Administrators, P.T.A. Representatives, Teachers and Parents	2:00 P. M.
Wednesday, May 14, 1969	Tolleston 1700 Taney Street Cafeteria	9:00 A. M.
	West Side 9th Avenue and Gerry LLAB - Room	2:00 P. M.
Thursday, May 15, 1969	Wirt 210 N. Grand Blvd. Auditorium	10:00 A. M.
	Lew Wallace 415 West 45th Avenue Room 209	1:00 P. M.

This program is sponsored and funded by the School Community Relations Office.

APPROVED: G McAndrew
Gordon McAndrew
Superintendent of Schools

W Watson
Dr. William Watson, Special Ass't. to Supt.
Vera L. Hemingway
Vera L. Hemingway, Program Coordinator

MSS
546

JEDFRE

NEIGHBORHOOD ACTION INSTITUTE, GARY, INDIANA
KING AND KENNEDY COMMUNITY CENTER,
1969

Box 25
Folder 2

State Historical Society of Wisconsin

Please Retain Original Order

//

Proposal for

*****

THE KING & KENNEDY
COMMUNITY CENTER ***

proposed by

THE FRUITFUL VINE
COMMUNITY
ORGANIZATION

Georgia Brooks- President
Deloras Tyler- Vice President
Frances Williams - Cordinater
Ermalene Brown - Secretary
Phone 88-39421

Introduced by:
Georgia Brooks

PROBLEMS

NEEDS FOR A CULTURAL COMMUNITY CENTER

There is not enough community centers with constructive programs and activities in the neighborhood. The youth and adult are not involved together in enough Civic activities that they could benefit by controlling their mental, physical, or emotional problems. There is a great need for authorized councelling and/or Spiritual guidance in a sense that it might help prevent some of the problems from existing. There is a lack of religious participation on the part of the citizens in the community, and for that reason there is a great need for education on Moral-Ethics in our neighborhood. There is a great need for new constructive ideas, often after the school hours the youth do not have enough meaningful things to do in their spare time and for this reason (due to the lack of evening activities) they often spend time committing misdemeanors etc.

Old true saying, "an idle mind is the devil's workshop." The dropout rate, juvenile crime, and unwed teenage mothers are high in the community. The less fortunate feel they don't have too much to look forward to, and for that reason (due to their distrust in our present society) some feel they have the right to destroy the property and rights of others who are more fortunate. Society as a whole need to promote and encourage p publically. More of the good ideals, talents, and action that our youth do through news media, exhibits, intergrated communication through communities and area-wide socials and constructive programs, etc. As this move will encourage others to do good, the way it has been in the past to let society tell it (especially) in radio, newspaper, and television, the only news to make headlines are crimes and bad news (like flag burning, gang riots, juvenile, crime, dope, and scandals, etc.) Where on earth can the honest to goodness dedicated youth, or a matter of fact citizens as a whole go to get encouragement or recognition for their efforts or talents? (like meaningful singing, theatre, dommunity leadership, or cultural efforts).

In the past the youth truly have not had the chance to really express their true desired potientials. Openly it has been a follow the crowd attitude, or whatever it takes to be recognized, or whatever is encouraged most by society, etc. Citizens as a whole need a program in the communtiy that will give all (as citizens) a meaningful job tode, to dedicate ourselves and time to help make our neighborhood a cleaner place to live.

Objective:

To instill the qualities of leadership and the freedom to express morals.

-honesty
-judgement
-goodwill
-initiative
-unselfishness
-dedication

Purpose:

Our proposed purpose is to prove in a sense that basically all youth are searching for freedom, motivation and sound direction,and to be able to do something constructive and have something worthwhile to look forward to. The youth themselves will prove thier own ability to reach thier fullest potientials. Also, our purpose is that the youthdevelop trades that will help them to develop into the type of adults that is needed in our present society,doing our utmost to create an atmosphere of goodwill and honesty towards freedom to this element which will be the leaders of tomorrow's world. Also, our purpose is to build a sincere intergrated relationship with other agencies and communities,etc. Displaying our progress through performance,exhibits socializing,cultural activities,communication,etc.,through this new intergrated program our purpose will be not only to display our progress. But through working with others we will also gain constructive ideas,knowledge and understanding. And first of all through getting understanding most of our physical,mental emotional,and spiritual problems will automatically be solved.

Instead of weapons used for distrust hate,and violence,we shall arm ourselves using the weapons for trust, love,and peace!

Geographical area:

Our aim through this program is to serve (needed) all areas regardless of race,creed,color,or social standing,through this new proposed program our intentions ~~is~~ are not to disencourage. But to encourage this program, activities to its fullest.

Population to be served:

Ranging in groups from ages 2 to 17 years.

Groups;

a. 2 to 6 years
b. 7 to 13 "
c. 13 to 17 "
d. Also programs and socials for community,etc.

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Population to be served:

Ranging in groups from ages 2 to 17 years.

Groups;

a. 2 to 6 years
b. 7 to 12 "
c. 13 to 17 "
d. Also programs and socials for community, etc.

Note: There is no other existing agency in the city of Gary that is offering this type of program.

Method
Weekly Schedule

CLASS A - Age- 2 to 6 years

DAY	SUBJECT	15 minute BREAK SCHEDULE	TIME
Monday	Arts & Crafts	10:45	9:00-12:00
Tuesday	Games	10:45	9:00-10:45
	Cultural Class	10:45	11:00-12:00
Wednesday	Arts & Crafts	10:45	9:00-12:00
Thursday	Field Trips		9:00-11:00
	Story Hour		11:00-L2:00
Friday	Arts & Crafts	10:45	9:00-10:45
	Group Singing		11:00-12:00

Class B age- 7 to 12 years

DAY	SUBJECT	BREAK	TIME
Monday	Sewing & Creative Design (combined)	2:45	1:00-2:45
Monday	boys-Etiquette girls-Charm		3:00-4:00
Tuesday	Negro History Discussion (combined)	2:45	1:00-2:45 3:00-4:00
Wednesday	Games Story Hour	2:45	1:00-2:45 3:00-4:00
Thursday	girls-Etiquette boys-Grooming	2:45	1:00-2:45
	Art Class (combined)		3:00-4:00
Friday	Group Singing Rehearsal (combined)	2:45	1:00-2:45 3:00-4:00

CLASS C AGES 13 to 17 years

DAY	SUBJECT	BREAK	TIME
MONDAY	girls-Etiquette boys-Grooming	6:45	5:00-6:45
	Creative Design or Sewing (combined)		7:00-9:00
TUESDAY	Negro History		5:00-7:45
	Group Discussion (combined)	7:45	8:00-9:00
WEDNESDAY	girls-Charm boys-Etiquettes	6:45	5:00-6:45
	Arts & Crafts or combined Creative Design		8:00-9:00
THURSDAY	Culture & Moral Ethics (with youth participation in special group singing, etc.)	7:15	7:30-9:00
	Sewing		5:00-7:15
FRIDAY	Group Singing Rehearsal (combined)	7:15	5:00-9:00
SATURDAY & SUNDAY	________Classes combined activities; Open to the public-		

Special programs, socials, and activities. (such as musicals, dinners, special consultant, special meeting, etc. also field travel) On saturday & sunday the center will be opened for use of other ethnic groups, and organizations to have cultural programs (etc.)

Open House- 3:00 to 6:00 p.m.
Each 2nd Saturday-Recreational Activities (etc.) consisting of movies, project exhibits, cultural arts, etc. Serving free refreshments to all who attend.

Also open house annual youth program each 4th Sunday at 3:30p.m. Sponsored by A-B-C Singing Groups, inviting others to participate on program etc. Also there will be Periodic Awards given to the deserving youth on this day for special achievements.

February 18,1969

Fruitful Vine Youth Organization
% Mrs. Georgia Brooks
1649 Massachusetts Street
Gary, Indiana

Dear Mrs. Brooks:

This letter is a proposal on behalf of the owners for the leasing of space for particular program proposed. By the above organization for summer program during the months of May through September,1969,at a monthly rate of rental of $400.00.

The Leaser will furnish the following:
1) More than 5,000 sq. ft. of floor space;
2) Painting of walls;
3) Replacement of plate glass windows that are boarded;
4) Repair ceiling where needed;
5) Tables,chairs,shelves and kitchen equipment presently on premises;
6) Permission would be granted for installation of temporary partitions for three (3) rooms,so long as the installation did not damage flooring;
7) Hot and cold running water and heat.

Electricity and gas would be on separate meters,with services payable by Leasee.

Please advise when you are in position to execute a lease.

Very truly yours,

Leasee

BUDGET

STAFF	% OF JOB TIME	NO. OF MONTHS	HR. PER WEEK	TOTAL
1 Director	100	5	40	$6,000
1 Asst. Director	100	5	40	$5,500
1 Receptionist	100	5	40	$4,000
1 Secretary	100	5	40	$4,000
1 Music teacher	"	5	15	$900
1 Asst. Musician	"	"	15	$850
1 Sewing teacher	"	"	15	$900
1 Dietician	"	"	11	$2,400
1 Arts & Crafts teacher		"	11	$600
2 Authorized Counsels ([illegible] correspondence)		"	40	$2,400
1 Janitor	100	"	40	$2,400
3 Street Staff	100	"	40	$7,200
1 Consultants			2 days per month	$75 a day
1 Accountant				$600

TOTAL........$36,610

CONSUMABLE SUPPLIES	MONTHLY
refreshments	$35
Periodic awards	40
sewing materials	50
literature & paper supplies	25
arts & craft materials	35
kitchen supplies	50
cleaning supplies	40
CONTINGENCY FUNDS (special events)...........	50
	total -$325
	space rental $400
	transportation 100

OFFICE SUPPLIES	
letter racks 4	12
stationery supplies	30
desk supplies	30
telephone service	70
typewriters 2	250
mimeographer	200
tape recorder	200
adding machine	100
	total-$792

OFFICE FURNITURE	
4 desk	$660
2 executive chairs	280
2 secretarial chairs	200
1 large filing cabinet	$56.50
miscellaneous literature	30
	total-$1,226.50

PROGRAM SUPPLIES	
Piano	$500
Organ	500

Sewing Machines 4	$800
Blackboard 3	33
Bulletinboard 3	39.75
Taperecorder 1	$180
Speakers 1	100
Assorted materials	100
Books (etc.)	100
	total-$2,352.75

Total budget (for 5 months)

Consumable Supplies	$1,725
Space rental	2,000
Transportation	500
Office supplies	792
Office furniture	$1,226
Total Salaries	$36,610
Program supplies	$2,352.75
budget total-	$45,205.75
Utility expense	$150 (for 5 months)

complete total - $45,355.75

Dear Concerned,

For your information The King & Kennedy's Community Center was turned down for funding by The Model Cities Program of Gary, Our plans are to Continue in this proposed effort, let us know what your plans are as a board member or Concerned Citizens as soon as possible. Sincerely Georgia Book
Pres.
88-39421

AFTER 5 DAYS, RETURN TO
1649 Massachusetts St
Gary Indiana 46407

GARY, IN
PM
22 MAY
1969
28

6c
FRANKLIN D. ROOSEVELT
U.S. POSTAGE

Mr Bob Jackson & Staff
1700 Adams St
Gary Indiana 46407

Dear Concerned,

Only a few lines to remind you that the final hearing concerning The King & Kennedy Community Center, Gary, will be held on Wednesday, March 26,1969, 7:00 p.m. at The Model Cities Agency 1044 Broadway.

And to say the proposal has already been accepted on the Model Citie's public improvement, and executive comittee.

We are hoping for your presence on March 26,1969, 7:00 p.m. and at the same time representing as a board member of The King & Kennedy Community Center.

Thanking you in advance for your cooperation and concern.

Sincerely,
Georgia Brooks
Phone 883-9421

Dear Miss Marino,

Enclosed is proposal for your information and concern. Thank You.

Sincerely

Georgia Brooks.

PROPOSAL FOR:
**********THE KING & KENNEDY COMMUNITY CENTER**********

PROPOSED AND INTRODUCED BY: THE FRUITFUL VINE
COMMUNITY ORGANIZATION
of GARY, INDIANA

Georgia Brooks, President ------- Phone 883-9421
Dolores Tylor, Vice President
Ermalene Brown, Secretary

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Dolores Tyler, Vice President
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PROBLEMS:

There are not enough community centers with constructive programs and activities in the neighborhood. The youth and adult are not involved together in enough Civic activities that they could benefit by controlling their mental, physical, or emotional problems. There is a great need for authorized counselling and/or spiritual guidance in a sense that it might help prevent some of the problems from existing. There is a lack of religious particapation on the part of the citizens in the community, and for that reason there is a great need for education on moral ethics in our neighborhood. There is a great need for new constructive ideas, often after school hours the youth do not have enough meaningful activities to occupy their spare time (due to the lack of evening programs) they often spend this time doing misdemeanors (etc.) Old true saying, "an idle mind is the devil's workshop."

The dropout rate, juvenile crime, and unwed mothers are high in the community. Often the less fortunate feel they don't have to much to look forward to, and for that reason (due to their distrust in our present society) some feel they have their right to destroy the property and rights of the more fortunate. Society(as a whole)needs to promote and encourage publically more of the good ideals, talents, and action that the youth do through communities (as a whole) through areawide socials and constructive programs(etc). As this move will help encourage others to do good. The way it has been in the past to let society tell it (especially newspaper, radio, and television), the only news to make headlines is bad news, like crimes, dope, scandals, like flag burning, gang riots, etc. Tell me, where on earth can the honest to goodness youth go to get encouragement or recognition for their talents, or(better still)where can any one go(who is sure enough)for dedicated efforts like meaningful singing, theatre, community leadership, or constructive cultural efforts, etc). In the past the youth have not had the chance to really express their true desired potientials. Openly it has been a follow the crowd attitude, or whatever it takes to be recognized, or whatever it takes to be excepted in the community that will give all (as citizens) freedom to express their true potientials, giving all a meaningful job to do dedicating ourselves and time to help make our neighborhood a better place to live!!!

OBJECTIVES:

To instill the qualities of leadership and the freedom to express morals.

- honesty
- judgement
- goodwill
- initiative
- unselfishness
- dedication

PURPOSES:

Our proposed purpose is to prove in a sense that basically all youth are searching for freedom, motivation, and sound direction, and to be able to do something constructive and have something worthwhile to look forward to. The youth themselves will prove their own ability to reach their fullest potentials. Also our purpose is to help the youth develop into the type of adults that is needed in our society doing our utmost to create an atmosphere of good will and honesty towards freedom to this element which will be the foundation of tomarrow's world. Also our purpose is to build a sincere intergrated relationship with other agencies and communities (etc.) Displaying our progress through performance, exhibits, socializing, cultural activities, communication, through integrated programs, and our purpose is to not only display our progress, but through working agencies, communities, etc., we will also gain knowledge, constructive ideas, and understanding. And most of all through gaining the freedom to understand one another fully automatically our spiritual, mental, physical, and emotional problems will well be on their way to successful improvements.

Instead of weapons used for distruct, hate, cruelty, and violence. We shall arm ourselves, using the weapons of trust, kindness, peace, and love.

GEOGRAPHICAL AREA:

Our aim through this new proposed program is to serve (needed) all areas regardless of race, creed, color or social standing. Through this now proposed program our intentions is not to disencourage, but to encourage this programs activities to its fullest capacity.

POPULATION TO BE SERVED:

Ranging in groups from ages 2 to 17 years.

GROUPS:

A.	2 to 6 years
B	7 to 12 years
C	13 to 17 years
D	Also programs, and socials at different intervals for community etc.

NOTE:

There is no other existing agency in the area that is now offering this type of program.

CLASS A

METHOD
Weekly Schedule

DAY	SUBJECT	BREAK SCHEDULE	TIME
MONDAY	ARTS & CRAFTS	10:45	9:00 to 12:00
TUESDAY	GAMES CULTURAL CLASS	10:45	9:00 to 10:45 11:00 to 12:00
WEDNESDAY	ARTS & CRAFTS	10:45	9:00 to 12:00
THURSDAY	FIELD TRIPS STORY HOUR	11:15	9:00 to 11:00 11:30 to 12:00
FRIDAY	ARTS & CRAFTS GROUP SINGING	10:45	9:00 to 10:45 11:00 to 12:00

CLASS B

Ages 7 to 12 years

DAY	SUBJECT	BREAK SCHEDULE	TIME
MONDAY	SEWING & CREATIVE DESIGN (combined classes)	2:45	1:00 to 2:45
MONDAY	BOY's-ETIQUETTE GIRL's-CHARM	2:45	3:00 to 4:00
TUESDAY	NEGRO HISTORY DISCUSSION (combined)	2:45	1:00 to 2:45 3:00 to 4:00
WEDNESDAY	GAMES STORY HOUR	2:45	1:00 to 2:45 3:00 to 4:00
THURSDAY	GIRL's-ETIQUETTE BOY's -GROOMING	2:45	1:00 to 2:45
	ARTS & CRAFTS (combined classes)		3:00 to 4:00
FRIDAY	GROUP SINGING (combined classes)	2:45	1:00 to 4:00

CLASS C

ages from 13 to 17 years

DAY	SUBJECT	BREAK SCHEDULE	TIME
MONDAY	GIRL's-ETIQUETTE BOY's -GROOMING	6:45	5:00 to 6:45
	CREATIVE DESIGN (combined classes)		7:00 to 9:00
TUESDAY	NEGRO HISTORY (combined classes)	7:45	5:00 to 7:45
	GROUP DISCUSSIONS questions & answers period		8:00 to 9:00
WEDNESDAY	BOY's-ETIQUETTE GIRL's-CHARM	6:45	5:00 to 7:45
THURSDAY	CULTURAL AND SOCIAL ETHICS (with youth particapation in special group singing)	7:15	7:00 to 9:00
FRIDAY	GROUP SINGING REHEARSAL (combined classes)	7:15	5:00 to 9:00

SATURDAY & SUNDAY COMBINED CLASSES OPEN TO THE PUBLIC

SPECIAL:

Special programs like socials, and activities. Such as Musicals, Dinners, (special) Consultants, (special) Guest Speakers, Meetings, etc.

Field Travel at different intervals.

(also) The center will be opened for used of other ethic groups, and organizations for cultural programs, and activities.

2nd SATURDAY

Open House 3:00 to 6:00 p.m.

Recreational activities (like movies, project exhibits, cultural arts, socials, fashion shows, etc.

EACH 4th SUNDAY

Starting at 3:30p.m. a combined musical. Featuring groups A & B & C, other guess groups attending, and there will be periodic awards given to the deserving youth on this day for special achievements on weekday activities (etc).

February 18, 1969

Fruitful Vine Youth Organization
% Mrs. Georgia Brooks
1649 Massachusetts Street
Gary, Indiana

NEED
Dear Mrs. Brooks,

This letter is a proposal on behalf of the owners for the leasing of said space for particular program proposed. By the above organization for summer program activities during the months of May, thru September, 1969. at a monthly rate of rental of $400.00

The lessor will furnish the following:

1) More than 5,000 sq. ft. of floor space;
2) Painting of walls;
3) Replacement of plate glass windows that are boarded;
4) Repair ceiling where needed;
5) Tables, chairs, shelves, and kitchen equipment presently on premises;
6) Permission would be granted for installation of temporary partitions for three (3) rooms so long as the installation did not damage flooring;

7) Hot & cold water, and heat.

Electricity and gas would be on separate meters with furnished by Lessee.

Please advise us when You are ready,and in position to execute a lease.

Very Truly Yours,

Lessor

* THE FOLLOWING NAMES ARE OF PERSONS WHO HAVE AGREED TO SERVE ON THE EXECUTIVE BOARD OF PROPOSED CENTER

********THE
KING & KENNEDY
CULTURAL CENTER ********
GARY, INDIANA

THIS BOARD WILL BE RESPONSIBLE FOR FINANCIAL, AND ORGANIZATION POLICY MAKING AND TO OBSERVE PROGRAM PROGRESS (ETC).

BOARD MEMBERS

1. Mr. Bob Jackson --------	NEIGHBORHOOD ACTION INSTITUTE
2. Mrs. Gladys Williams	MODEL CITIES ELECTED REPRESENATIVE
3. Mr. Frank Brown	METRO CORPS
4. Elder L. Vann	pastor of- BETHEL CONGREGATIONAL CHURCH OF CHRIST
5. Miss Carmen Marino	NEIGHBORHOOD ACTION INSTITUTE
6. Mr. Jesse Coopwood	D. J. for RADIO W.W.G.A.
7. Mr. Mark Roser	SCHOOL CITY OF GARY

AMOUNT NEEDED FOR OPERATION OF PROPOSED CULTURAL CENTER

* Total budget for 5 months;

Total Salaries	$36,610.00
Space Rental	$ 2,000.00
Utility Expense	300.00
Office Furniture	1,226.00
Office Supplies	792.00
Program Supplies	2,472.00
Consumable Supplies	1,725.00
Transportation	500.00
total--	$45,625.00

***SEND ALL DONATIONS FOR THE KING & KENNEDY CULTURAL CENTER
% THE FRUITFUL VINE COMMUNITY
ORGANIZATION

TO-
POST OFFICE BOX 1197 GARY, INDIANA 46407

MSS
546

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NEIGHBORHOOD ACTION INSTITUTE, GARY, INDIANA
MAYOR'S YOUTH FOUNDATION PLANNING
COMM, 1969

Box 25
Folder 3

State Historical Society of Wisconsin

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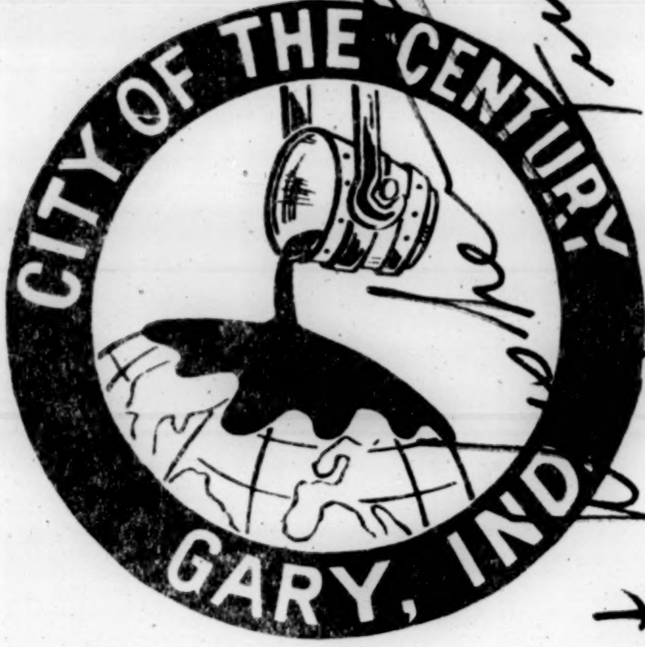
Mayor Richard Gordon Hatcher's Youth Foundation

First Annual Recognition Banquet


CITY OF THE CENTURY
GARY, IND.

Best Wishes and
Thanks for a Fine Job
on the Banquet
Mayor Richard Gordon Hatcher

Technical Vocational School
35th and Indiana Blvd.

MAYOR RICHARD GORDON HATCHER

CITY OF GARY

GARY, INDIANA

Friends:

Tonight we are honoring not just those young people who are formally recognized, but all the young good citizens of our community. The salutatorians, valedictorians, and outstanding achievers in athletics, the arts, and civic leadership who are mentioned tonight, are serving as representatives of the entire student and teen-age population of our city.

Too often we tend to forget that the vast majority of young Gary citizens are what has been aptly termed "our best source of present pride and brightest promise for the future." Our city is fortunate to have thousands of young people who are seldom heard of, but who quietly and effectively go about the daily business of contributing meaningfully to their community. In some cases they have spread the good word about Gary far and wide.

It is this vast majority of good citizens that we are recognizing tonight. The Foundation we are inaugerating this evening will seek to serve our young people from this day forward, and to serve them in real and tangible ways--through such programs as the establishment of a scholarship fund.

The Mayor's Youth Foundation will let our young people know that we are aware of them and that we recognize and appreciate their good work. The Foundation will also help them with that work, support them in their pursuit of high goals, and actively participate in widening their opportunities.

Welcome to the First Annual Mayor's Youth Foundation Dinner.

Yours sincerely,

Richard Gordon Hatcher
Mayor, City of Gary

MAYOR RICHARD GORDON HATCHER'S YOUTH FOUNDATION

BANQUET PROGRAM

6:00 P.M.	POSTING OF COLORS - PLEDGE OF ALLIGENCE WELCOME & INTRODUCTION OF MASTER OF CEREMONIES, Mr. Jesse Coopwood Cedric Calhoun, Youth Representative
	INVOCATION Most Rev. Andrew G. Grutka, D.D. Bishop of Gary
6:30 P.M.	DINNER
7:30 P.M.	INTRODUCTION OF SPECIAL GUESTS Ralph Hughes, Wirt High School
7:45 P.M.	ENTERTAINMENT Madrigal Singers from Roosevelt High School
8:00 P.M.	INTRODUCTION OF MAYOR RICHARD GORDON HATCHER Miss Sheila Miles, Andrean High School
	ADDRESS BY MAYOR RICHARD GORDON HATCHER
8:15 P.M.	INTRODUCTION OF YOUTH - PRIDE OF GARY Mayor Richard Gordon Hatcher - Mr. Charles Brown, Youth Programs Coordinator
8:45 P.M.	BENEDICTION Rev. Robert Lowery, Pastor St. Timothy's Community Church

AIMS AND PURPOSES OF THE MAYOR'S YOUTH FOUNDATION

1. TO PROVIDE SCHOLARSHIPS FOR YOUTH FROM EACH OF THE HIGH SCHOOLS.

2. TO AFFORD THE YOUTH OF GARY A VEHICLE THROUGH WHICH THEY CAN EXPRESS THEMSELVES.

3. TO PROMOTE THE COHESIVENESS OF THE YOUTH OF ALL RACES, CREEDS AND RELIGIONS THROUGHOUT THE CITY OF GARY.

4. TO AID OUR YOUTH IN TAKING PRIDE IN THE CITY OF GARY.

5. TO INSPIRE YOUTH TO MAKE A MORE MEANINGFUL CONTRIBUTION TO THEIR COMMUNITY.

6. TO PROVIDE A RESOURCE FOR YOUTH ACTIVITIES IN THE AREA OF ATHLETICS AND THE ARTS.

STUDENT COUNCIL PRESIDENTS

MICHAEL McCORMICK,	Andrean
CAROL SCOTT,	Emerson
CHARLES JOHNSON,	Froebel
THOMAS JOHNSTON,	Horace Mann
KATHLEEN WISE,	Lew Wallace
ERNEST BATTLE,	Roosevelt
ETTA CLEMENT,	Tolleston
THOMAS HAWKINS,	West Side
JANICE ASSACSON,	Wirt

TOLLESTON HIGH SCHOOL

BASKETBALL TEAM

1968-1969

JAMES DALEY - COACH

DONELL BAITY
HENRY GOODES
JIMMY HARVEY
BRADD JOHNSON
RAYMOND RADFORD
JAMES ROY
ARTHUR STOKES
VIRGIL TAUEG
TONY WATSON
VERNON WILLIAMS
MICHAEL WISE
PAUL WISE
MARK VAZTER

EMERSON HIGH SCHOOL

DRILL TEAM

DONALD ARMOUR, Commander
DWIGHT BEDGOOD
DANNY CARPENTER
BILLY FIELDS
THOMAS GILLESPIE
JOHNNY GRAY
DAVID HOWARD
MICHAEL JOHNSTON
ARNOLD JONES
LOUIE LOPEZ
LARRY MAGEE
OLIVER MAGEE
MAURICE NEWBERRY
TYRONE PLAYER
FREDDIE RICHARDS
EUGENE SATTON
WALTER SCOTT
HOYTT WILLIAMS
DWAYNE WILLIAMSON

STUDENTS TO BE HONORED FOR SCHOLASTIC ACHIEVEMENT

VALEDICTORIANS	SALUTATORIANS
ELAINE KOVALCIK, Andrean	JOSEPH TAPAJNA, Andrean
STELLA BATAGINNIS, Emerson	TIMOTHY KLEIN, Emerson
KATHERYN E. LEWIS, Froebel	BERTHA OWENS, Froebel
MICHAEL KOLBERT, Horace Mann	STEVEN KRAFT, Horace Mann
JOSEPH TIERCE, Lew Wallace	KAREN LESNIAK, Lew Wallace
JEANETTE ESPY, Roosevelt	MURIEL ROBINSON, Roosevelt
BETTY CONERLY, Tolleston	JAMES STANLEY WILEY, Tolleston
THOMAS HAWKINS, West Side	CASSANDRA COX, West Side
ANN SMOLINSKE, Wirt	MAUREEN OSBORNE, Wirt

All too many times we hear or read about the delinquencies of our young people, but the constructive, good things, they do go unheralded or unnoticed.

The following young people have been outstanding in their endeavors and have made valuable but often overlooked contributions to their school and communities. We are extremely proud of them and are taking this opportunity to give them the recognition which they so justly deserve:

MARY ANN HUDOCK, Andrean	DAVID FRONCZAK, Andrean
ELIZABETH MARTINEZ, Emerson	EDWARD GIBBS, Emerson
JO ANN BELL, Froebel	SYLVESTER BONDS, Froebel
DEBORAH BURGER, Horace Mann	DEAN ROTHSCHILD, Horace Mann
JACKIE CZUBIK, Lew Wallace	MIKE SHAVER, Lew Wallace
MARIAN HUNTER, Roosevelt	WASHINGTON ALSTON, Roosevelt
SANDRA LANDRUM, Tolleston	LOUIS LILLARD, Tolleston
SARA FORD, West Side	JOHN PIMENTEL, West Side
SUSAN BURNS, Wirt	RALPH HUGHES, Wirt

MAYOR RICHARD GORDON HATCHER'S YOUTH FOUNDATION PLANNING COMMITTEE MEMBERS

MRS. KAREN ANGOTTI
MR. GILDARDO BARRERA
MR. ROBERT BEGIN
MRS. RUTH BERNSTEIN
MR. CEDRIC CALHOUN, Youth
MISS NANCY CROLL, Youth
MRS. JEANNE FRIEL
MISS ELAINE GORDON, Youth
MR. CARL GUZMAN
MR. WILBERT HARLAN
MR. RALPH HUGHES, Youth
MRS. ROSE IBERRA
MR. EINAR JOHANSEN
MRS. CHARLOTTE JOHNSON
MR. EUGENE JOHNSON
MR. STEVE JOHNSON, Youth
MR. TOM JOHNSTON, Youth
MR. RANDY KRANTZ, Youth
MR. DONALD LEEK
MR. CLIFFORD MAYS
MISS SHEILA MILES, Youth
MR. NORMAN MONTGOMERY, Youth
MR. ALFRED MOORE, Youth
MISS CARMEN MORENO
MRS. VIVIAN MYERS
MR. DAVE NELSON
MR. CLIFFORD PEAKE
MISS KATHY ROCKHILL
MR. JACK RUSSELL
MR. RONALD SULLIVAN
MISS KATHLEEN WISE, Youth
MR. RAY WILD
MR. WILLIE WATSON, Youth
MR. BANCROFT YARRINGTON

The Mayor's Youth Foundation wishes to express its sincere appreciation to all who have contributed to make this evenings program a success. The members of the various committees worked many hours and gave much of their efforts to bring about this program tonight. A special note of appreciation is extended to the following young men and women who worked on the ticket and public appearances promoting the Banquet:

CAROL COWGILL
NANCY CROLL
ELAINE GORDON
BARBARA JACOBSEN
CINDY LONG
TONI MANSFIELD
SHIELA MILES
NORMAN MONTGOMERY
JOHN ONODA
CRAIG URBAN
WILLIE WATSON
CHUCK WILSON

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The Mayor's Youth Foundation will let our young people know that we are aware of them and that we recognize and appreciate their good work. The Foundation will also help them with that work, support them in their pursuit of high goals, and actively participate in widening their opportunities.

Welcome to the First Annual Mayor's Youth Foundation Appreciation Dinner.

Yours sincerely,

Richard Gordon Hatcher
Mayor, City of Gary

July 10, 1969

TO: Mr. Charles Brown

FROM: Carmen Moreno, Chairman - Concert Series

RE: Report on Concert Series

The first meeting of the Concert Series Committee was held at Mr. Charles Brown's office on June 10, 1969 at 1:00 p.m. Present at said meeting were Carmen Moreno, Ruth Bernstein, Mrs. LaMars and Kathleen Rockhill.

The following is what was discussed and suggested at said meeting:

Place: West Side Auditorium; I.U. Auditorium; T.V. School
the place would depend on the fee for the use of the above places.

Tickets: get students and young people to sell tickets and give an award for the person who sells the most tickets presented by the artist present.

getting each of the schools involved by having each school get a faculty representative and each school would therefore have one member working and involved in the program and in a different committee each, ie. tickets, decorations

Suggested that October could be the time when we could have the first concert.

Suggested that we contact Mr. Henry Morgan and find out which booking agency he contacted to get Sammy Davis, Jr., we were informed that it was the Hal Morris Booking Agency.

I again contacted Mr. Morgan and he gave me the following Agencies to contact:

Mr. Hal Morris - of the Hal Morris Booking Agency
Mr. Dan Morrison - American Booking Corporation
Mr. Gordon Keith - Steeltown Records
Mr. Rodney Grant - Theatre of Performing Arts

They will be sending my lists of entertainers who will be performing in the Chicago-Gary area within the next year.

Kathleen Rockhill was to contact Mr. Griffith of Mo Town by letter getting information. It was brought up that they owed us once (1) concert.

Mrs. Ruth Bernstein was to contact Temple Beth-El to see who they contacted for their concert series.

It was decided that four (4) concerts a year would be enough

It was also decided that we should contact the Mayor Dailey's Youth Foundation for further information and help.

As soon as the lists of the artists arrive, I shall call a meeting of the Committee and include Mr. Brown to make further arrangements.

Respectfully submitted,

Carmen Moreno,
Chairman

THE POST-TRIBUNE

ON the GO

WITH BLAINE MARZ

Take people like Karl Malden and William Marshall in the theater, Hank Stram, Charles Finley and Fred Williamson in sports, Roy Miner in the business world, James McCracken in opera, writer and editor James Finn and Jack McFall, ambassador, and you have something of a cross section of Gary backgrounded people who have made it big in their respective chosen fields of endeavor.

You also have a group that can provide a remarkable object lesson on success to the young people of Gary today.

And that's the thinking of those who comprise the Mayor's Youth Foundation Planning Committee.

There's nothing of a signed, sealed and delivered nature to it as yet but it is quite possible that within the next several weeks you may see some of the successful people mentioned in that opening paragraph, and other Gary -- given nationally known achievers, back in the old home town.

The committee is working on plans for a recognition dinner for former city residents who have distinguished themselves. The dinner would also serve as a sort of kick-off for the Youth Foundation program. And, of course, it would provide stimulation for the young people of the community today to strive toward success on a they-did-it-and-you-can-too basis.

As plans now stand the youth Foundation Kick-Off affair will be on May 10, probably in the well appointed Technical Vocational Center cafeteria. A theme has been selected that tells a story in itself. It is "Youth, the Pride of Gary."

CHARLES BROWN

Charles Brown and his dedicated committee also plan to recognize the young achievers of the community at this affair. Toward that end valedictorians and salutatorians of this year's senior classes of all high schools in the city will be guests and receive recognition at the dinner.

The Mayor's Youth Foundation Planning Committee is obviously thinking big — and that's the kind of thinking really required to get things moving in an area that is slowly starting to move after being static, if not stagnant, for so long.

I'm impressed with the idea behind this kick-off affair and even more impressed with the long range programs and projects the committee is working on. You'll be hearing more on that tentative May 10 affair and the remainder of the Mayor's Youth Foundation plans and objectives as things jell a bit more.

* * *

Meet Hails Youth

Gary's top high school stulent leaders, scholars and bas:etball players were honored aturday night at the first anual Youth Foundation Banquet 1 Gary Technical • Vocational igh School,

An estimated 425 persons urned out for the dinner and rogram hosted by Mayor Richrd G. Hatcher and Charles rown, director of youth pro'ams in the city.

In his address, Hatcher ex'essed confidence in teen;ers' capacity to work toward lution of the urban problems nfronting society.

He characterized the youths the audience as "our great: hope for the future."

He added that the youngsters cepting applause Saturday ;ht were doing so not only for themselves but in behalf of the city's entire youth population.

Singled out for recognition were the presidents of student councils of the nine Gary high schools. They are Michael McCormick, Andrean; Carol Scott, Emerson; Charles Johnson, Froebel; Thomas Johnson, Mann; Kathlessn Wise, Lew Wallace; Ernest Battle, Rrosevelt; Etta Clement, Tolleston; Tomas Hawkins, West Side; And Janice Assacson, Wirt.

Valedictorians and salutatorians, respectively, of Gary high schools are: Elaine Kovalcik and Joseph Tapajna, Andrean; Stella Bataginnis and Timothy Klein, Emerson; Katheryn E. Lewis and Bertha Owens, Froebel;

Also, Michael Kolbert and Steven Kraft, Horace Mann; Joseph Tierce and Karen Lesniak, Lew Wallace; Jeanette Espy and Muriel Robinson, Roosevelt; Betty Conerly and James Stanley Wiley, Tolleston;

Also, Thomas Hawkins and Cassandra Cox, West Side; and Ann Smolinske and Maureen Osborne, Wirt.

Other youngsters honored for outstanding contributions to their schools and the city were:

See GARY YOUTH—Page A-4

YOUTH BANQUET HELD — Gary's first Youth Foundation Banquet honoring the outstanding high school students took place Saturday night in Gary Technic High School. Among those present were, from left, Gordon McAndrew, schc tendent; Ralph Hughes and Shelia Miles, committee members; Eddie Gordon, broad jumping champion and Gary native; and Mayor Richard G. Hatcher.

(Post-Tri

Gary Youth

(Continued From Page One)

Mary ann Hudock and David Fronczak, Andrean; Elizabeth Martinez and Edward Gibbs, Emerson; Jo Ann Bell and Sylvester Bonds, Froebel;

Also, Deborah Burger and Dean Rothschild, Horace Mann; Jackie Czubik and Mike Shaver, Lew Wallace; Marian Hunter and Washington Alston, Roosevelt; Also, Sandra Landrum and Louis Lillard, Tolleston; Sara Ford and John Pimental, West Side; and Susan Burns and Ralph Hughes, Wirt.

Members of the Tolleston High School basketball team, which won second place in the Indiana high school tournament this year, were introduced.

Also singled out were members of the Emerson High School drill team. Music and song were provided by the Madrigan Singers from Roosevelt High School.

MSS
546

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NEIGHBORHOOD ACTION INSTITUTE, GARY, IND.
METRO CORPS GRANT PROPOSALS, REPORTS,
1969-1970

Box 25
Folder 4

State Historical Society of Wisconsin

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METRO CORPS OF GARY, INC.

1100 MASSACHUSETTS ST.
PHONE: 886-3155

Established October 1968,

As A Delegate Agency
To The
Lake County Economic
Opportunity Council, Inc.

GARY'S ARM OF THE WAR ON POVERTY

METRO CORPS OF GARY, INC.

1100 MASSACHUSETTS STREET
Gary, Indiana 886-3155

BOARD OF DIRECTORS

Rev. Stanley Terry, President	Ministerial Fellowship of Gary
Mr. Otis Davis, 1st Vice President	Roosevelt Area Representative
Mr. Rixie McCarroll, 2nd Vice President	Gary Fire Department
Mrs. Juanita Harris, Secretary	Tolleston-Ivanhoe Representative
Mr. Albert Grupe, Treasurer	Miller-Aetna Representative
Mr. Charles Allen	Planning Commission
Mr. Herman Anderson	Lake & Porter Counties AFL-CIO
Mr. Jack Azcona	Gary Civil Defense
Mr. Maurice Baptiste	Comptroller
Dr. Hershel Bornstein	Medical Society
Mrs. Carmen Ceballos	Downtown West Representative
Mr. George Coker	Urban League
Mrs. Cora Dickerson	Senior Citizen (at Large)
Mr. William Dudley	General Services
Mrs. Lenora Forbes	ICCO Representative
Mr. John W. Gunn, Jr.	Soul, Inc. (youth at large)
Mrs. Amelia Guzman	Downtown East Representative
Mr. Jewel Harris	Brunswick Area Representative
Mayor Richard G. Hatcher	
Mrs. Helen Hoock	League of Women Voters
Mrs. Charlotte Johnson	Youth Commission
Mr. Hurschel Johnson	Midtown West Representative
Mrs. Bertha Jones	Tolleston-Ivanhoe Representative
Mr. Philip McFarren	U. S. Steel Representative
Mr. Hugh McLaughlin	Youth Commission
Miss Lynette Mickens	Youth (at large)
Mrs. Natalina Redden	Tolleston Community Council
Mrs. Doris J. Reed	Midtown East Representative
Mr. Gene Rieck	Glen Park Area Representative
Mr. Jack Russell	Building Department
Mrs. Phyllis Senegal	City Attorney's Office
Mrs. Lillie Smith	AFDC Mother's Club
Mr. Logan Smith	Police Garage
Mr. William Staehle	Model Cities
Mrs. Bernice Terry	Midtown West Representative
Mrs. Laverne Tidwell	Midtown West Representative
Mr. Ray Wild	Mayor's Executive Secretary
Mrs. Murry Williams	Roosevelt Area Representative

THE METRO CORPS PROGRAM

METRO CORPS COMMUNITY SERVICE CENTERS

1. Assist low-income individuals and families to get help from existing resources.

   This is done through:

   a. The center, whose staff are knowledgeable about community agencies, and where representatives of some of these agencies are.

   b. Outreach – finding the poor who do not know where to go for help, by sending indigenous workers into the areas of poverty.

   c. Referral to agencies who can help.

   d. Follow-up, to make sure the client received help, discussing his case with the referral agency and pleading his cause, where necessary.

2. Attempt to bring about changes in agency practices that create hardships for the poor.

3. Seek to bring about social change through community action, by generating and working with indigenous organizations like neighborhood action councils, tenant councils, buying clubs.

   These seek to increase the voice of the poor in the community decision making processes and deal with the causes of poverty. They work to fill needs in areas where there are insufficient or no resources; such as housing, employment, police protection, recreation, consumer protection, medical services, etc.

††††††††††††

The staffs of the centers and the community groups have the assistance of the Central Administrative staff with know-how in planning, community organization, programs, social services, records.

From the expression of groups in the community and the gaps in resources uncovered by the staff there will be an on-going effort to improve coordination of programs and create new resources to attack the causes of poverty. The guideline is always maximum community participation and control.

OTHER PROGRAMS, APPROVED BY THE METRO CORPS BOARD, TO BECOME OPERATIONAL THIS YEAR:

SENIOR OPPORTUNITIES AND SERVICE PROGRAM

Outreach and referral service to persons 60 years and older. Will provide transportation where necessary; develop programs to fill unmet needs of elderly poor.

STREETS PROGRAM

To be operated by Gary Neighborhood Centers Association; this program will relate to hard-to-reach youths between the ages of 13 and 24.

YOUTH LEADERSHIP TRAINING PROGRAM

To be delegated to the City Youth Program Office. Will provide leadership training for inner city youth and enable them to develop and operate programs to fill the needs of youth.

PROJECT HEADSTART

To be delegated to School City of Gary. Will provide pre-kindergarten education during summer months for children of low-income families.

SUMMER PROGRAMS

Separate funding goes to neighborhood groups for the design and operation of summer employment, recreation and guidance for youths. Youths are to have the major voice in the development and operation of these programs.

STAFF AT CENTRAL METRO CORPS OFFICE

Gary Stewart	Executive Director
Dorothy Young	Administrative Assistant
Charleston Evans	Secretary
Donna Atkins	Clerk-Typist
Frank Brown	Program Development Specialist
Robert Lee	Program Assistant
Harry Leavell	Youth Development Specialist
Latanza Willis	Youth Development Specialist
William Brooks	Community Centers Director
Lotte Meyerson	Director Social Services
Ileen Collins	Referral Records Clerk
Glenn Tyler	Auditor-Controller
Geraldine Cummings	Bookkeeper

STAFF OF METRO CORPS SERVICE CENTERS

CENTER 1

Downtown West - 325 West Fifth Avenue - Phone: 883-8597

Aida Lopez	Supervisor
Valeria Rummage	Community Worker
Yvonne Cox	Community Worker
Panchita Romero	Community Worker
Maria Negron	Receptionist, Clerk-Typist

CENTER 2

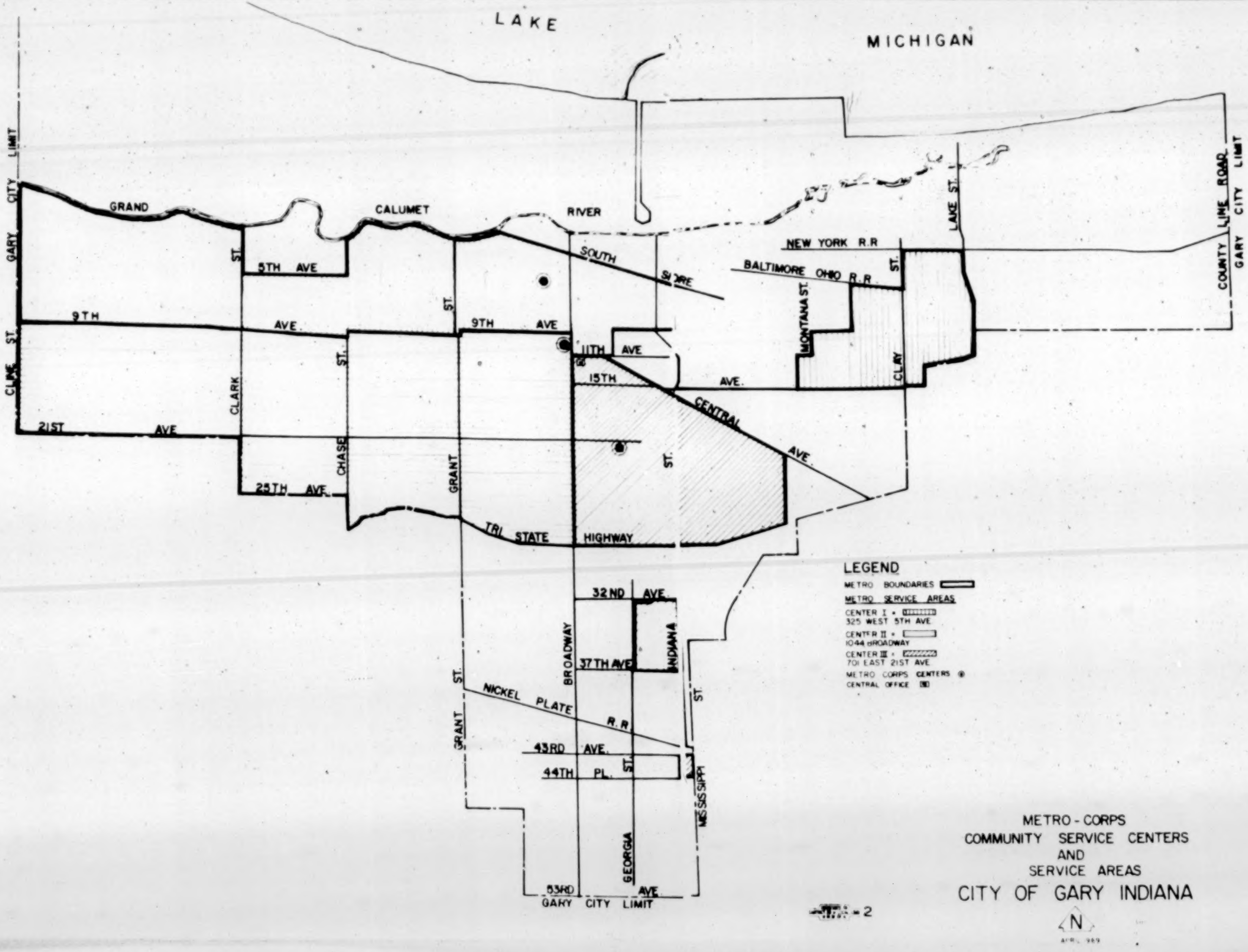
Midtown West - 1044 Broadway - Phone: 885-7494

Alyce Blakey	Supervisor
Clara Johnson	Community Worker
Tillie Santillan	Community Worker
Cornell Williams	Community Worker
Annie Smith	Receptionist, Clerk-Typist

CENTER 3

Midtown East - 701 East 21st Avenue - Phone: 885-4321

Rachel McCarter	Supervisor
Jane Savage	Community Worker
Joe Wade	Community Worker
Bernice Zajac	Community Worker
Celoise Holloway	Receptionist, Clerk-Typist


LAKE
MICHIGAN
GARY CITY LIMIT
GRAND
CALUMET
RIVER
SOUTH
SHORE
NEW YORK R.R
BALTIMORE OHIO R.R
LAKE ST.
COUNTY LINE ROAD
GARY CITY LIMIT
5TH AVE
ST.
9TH
AVE.
9TH
AVE
11TH
AVE
15TH
AVE.
MONTANA ST.
CLAY
ST.
CLINE ST.
CLARK
CHASE ST.
21ST
AVE
CENTRAL
AVE.
25TH
AVE.
GRANT
ST.
TRI STATE
HIGHWAY
32ND
AVE.
BROADWAY
INDIANA
37TH AVE
GRANT ST.
NICKEL PLATE
R.R
43RD
AVE.
44TH
PL.
ST.
GEORGIA
MISSISSIPPI
ST.
53RD
AVE.
GARY CITY LIMIT
LEGEND
METRO BOUNDARIES
METRO SERVICE AREAS
CENTER I = 325 WEST 5TH AVE
CENTER II = 1044 BROADWAY
CENTER III = 701 EAST 21ST AVE
METRO CORPS CENTERS ●
CENTRAL OFFICE
= 2
METRO-CORPS
COMMUNITY SERVICE CENTERS
AND
SERVICE AREAS
CITY OF GARY INDIANA
N

PAGE 1 OF 1 PAGES

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

SUMMARY OF APPLICATION *(Please type or print clearly)*

(For OEO Use) DATE RECEIVED

Form Approved.
Budget Bureau No. 116-R0156

SECTION I. APPLICANT INFORMATION

1. APPLICANT AGENCY METRO CORPS OF GARY, INC.		2. DATE SUBMITTED 5/1/69	3. PROGRAM YEAR D END DATE: 1/31/70	4. GRANT NO.
5. STREET ADDRESS 1100 Massachusetts Street	6. CITY Gary	7. STATE Ind.	8. ZIP CODE 46407	9. EXECUTIVE DIRECTOR Gary Steward
10. TELEPHONE *(Include Area Code)* 219 ([illegible]-3155)				

SECTION II. PROGRAM ACCOUNT SUMMARY

P.A. NO. (1)	PROGRAM ACCOUNT (2)	APPROVED PY ___ TOTAL PROGRAM (3)	APPROVED PY NO. MOS. (4)	REQUESTED PROGRAM YEAR TOTAL PROGRAM (5)	REQUESTED PROGRAM YEAR FEDERAL SHARE (6)	REQUESTED PROGRAM YEAR NON-FEDERAL SHARE (7)	REQUESTED PROGRAM YEAR NO. MOS. (8)	REQUESTED PROGRAM YEAR + 1 FULL-YEAR TOTAL PROGRAM (9)	FULL-YEAR NO. MOS. (10)	EXPANDED TOTAL PROGRAM (11)	EXPANDED NO. MOS. (12)	REQUESTED PY + 2 EXPANDED TOTAL PROGRAM (13)	EXPANDED NO. MOS. (14)
03	Cooperative Technical Assistance Training			[illegible]	73,557	18,000	12						
	TOTALS FROM ATTACHED PAGES *(If any)*												
	TOTALS												

SECTION III. CERTIFICATION

11. THIS APPLICATION HAS BEEN *(Check "a." or "b." as appropriate)*

a. ☐ Approved by the applicant's governing board.

b. ☐ Reviewed by the applicant's administering board and approved by its governing officials.

A copy of this application has been forwarded to the State Governor's office. It is understood and agreed by the undersigned that any grant received as a result of this application will be subject to the general conditions governing CAP grants.

12. NAME AND TITLE OF PRINCIPAL GOVERNING OFFICIAL OR PRINCIPAL OFFICER OF GOVERNING BOARD
Stanley A. Terry, President of Board of Directors

13. SIGNATURE Stanley A. Terry

CAP FORM 1 (REV. AUG 68) PREVIOUS EDITIONS ARE OBSOLETE.

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

Form Approved.
Budget Bureau No. 116-R0150

DELEGATE AGENCY BASIC INFORMATION

ORGANIZATION NO.

DATE PREPARED

SECTION I. IDENTIFICATION OF COMMUNITY ACTION AGENCY

1. NAME OF CAA: Metro Corps of Gary, Inc.

2. GRANT NO.

SECTION II. IDENTIFICATION OF DELEGATE AGENCY

3. NAME OF DELEGATE AGENCY: Neighborhood Action Institute (N.A.I.)

4. MAILING ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
1700 Adams Street	Gary	Lake	Indiana	46407

5. TELEPHONE NO. (Include Area Code): 219-885-4316

6. IRS EMPLOYER IDENTIFICATION NO.

SECTION III. TYPE OF AGENCY

7. ☐ PUBLIC AGENCY:

a. GOVERNMENT: ☐ STATE ☐ COUNTY ☐ CITY ☐ TERRITORY ☐ TRIBAL COUNCIL

☐ OTHER (Identify)

b. PUBLIC AGENCY: ☐ INSTITUTION OF HIGHER EDUCATION ☐ EMPLOYMENT ☐ ELEMENTARY OR SECONDARY SCHOOL

☐ HEALTH ☐ WELFARE ☐ OTHER (Identify)

8. ☒ PRIVATE NONPROFIT ORGANIZATION:

☐ INSTITUTION OF HIGHER EDUCATION ☐ RELIGIOUS ORGANIZATION ☐ ELEMENTARY OR SECONDARY SCHOOL

☐ LEGAL SOCIETY ☐ HEALTH ☐ WELFARE ☐ EMPLOYMENT ☐ NEIGHBORHOOD BASED ORGANIZATION

☐ OTHER (Identify)

SECTION IV. PROGRAM ADMINISTRATION

9. PROGRAM DIRECTOR

a. NAME: No director chosen --

b. ATTACH A STATEMENT OF THE JOB QUALIFICATIONS, THE JOB DESCRIPTION AND A BIOGRAPHICAL RESUME FOR THE PROGRAM DIRECTOR: See attached job description

10. WHAT PROGRAM ACCOUNTS WILL THE DELEGATE AGENCY ADMINISTER?

Program Account 03 Cooperative Technical Assistance Training between Metro Corps and Model Cities

SECTION V. SUMMARY EVALUATION OF DELEGATE AGENCY (To be completed by the CAA)

11. IS THIS A NEW DELEGATE AGENCY OF THE CAA? ☒ YES ☐ NO

12. DESCRIBE HOW THE CAA WILL MAKE SURE THAT THE DELEGATE AGENCY COMPLIES WITH OEO AND CAA POLICIES AND FULFILLS THE WORK PROGRAM OBJECTIVES. See attached Standard Delegate Contract

13. IF THE DELEGATE AGENCY HAS PREVIOUSLY OPERATED CAA PROGRAMS, PROVIDE A BRIEF EVALUATION OF ITS PERFORMANCE TO DATE. IF NOT, DESCRIBE ITS QUALIFICATIONS TO OPERATE THE DELEGATED PROGRAM.

See attached

CAP FORM 87 AUG 69

JOB DESCRIPTIONS

JOB TITLE: Training Director SALARY: $12,000 per year

DUTIES AND RESPONSIBILITIES

To direct, coordinate and assist in the evaluation of the training program to strengthen the citizen participation in the Model Neighborhood. He shall be responsible for carrying out the policies of the Training-Planning Committee and with consultant plan and implement a training design. Further, he shall supervise and coordinate the activities of the Community Organizer.

MINIMUM QUALIFICATIONS

Recent experience in a responsible administrative capacity, recent experience in the planning, developing and the implementing of community training programs.

EDUCATION

Graduation from an accredited college with a major in Community Development, Social Welfare Education, or related fields. However, in lieu of a college degree the applicant may have had participated in special courses dealing with community training or have extensive programmatic, administrative and practical experience in community training and/or related programs.

KNOWLEDGE AND ABILITIES

Thorough knowledge of the administration, objectives and methods of training programs, personnel administration and the problems which call for the use of public and private community resources.

Ability to: guide, direct, and coordinate the efforts of others; interpret programs and problems to the residents of the community; speak and write effectively and to prepare clear, complete and concise reports.

SELECTION PROCEUDRES

Applications will be reviewed by the Training-Planning Committee, which will interview those persons meeting the requirements. Final selection will be the responsibility of the Training-Planning Committee.

AGREEMENT

FOR DELEGATION OF ACTIVITIES

This agreement entered into as of ____________________ 19___, including attached conditions, shall govern certain activities of the Community Organization Program (Program Account 03 "Co-operative Technical Assistance Training Program between Metro Corps of Gary, Inc. and Model Cities) financed under CAP Grant No. ________________ during the period ________________ to ________________, which are to be carried out by the Neighborhood Action Institute, hereinafter referred to as the "Delegate", on behalf of METRO CORPS, hereinafter referred to as the "Grantee".

The Grantee and Delegate agree as follows:

1. WORK TO BE PERFORMED. The Delegate shall, in s satisfactory manner as determined by the grantee, perform the following activities for the Community Organization Program Account in accordance with the approved work program:

Conditions to be added.

2. COMPLIANCE WITH APPROVED PROGRAM. All activities authorized by this agreement will be performed in accordance with the approved work program, the approved budget, the grant conditions and relevant OEO directives.

3. REPORTS, RECORDS AND EVALUATIONS. The Grantee shall supervise, evaluate, and provide guidance and direction to the Delegate in the conduct of activities delegated under this contract. The Delegate agrees to submit to the Grantee such reports as may be required by OEO directives or by the grantee, including reports on the following subjects:

Conditions to be added.

according to the following schedule:

Conditions to be added.

The delegate also agrees to prepare and retain, and permit the Grantee to inspect as it deems necessary for grant purposes (in addition to inspections authorized by the conditions in the grant from OEO) the following records:

as well as all other records that may be required by relevant OEO directives, with the exception of confidential client information. The Delegate further agrees that the Grantee may carry out monitoring and evaluation activities to include at a minimum, as well as all other records that may be required by relevant OEO directives, with the exception of confidential client information. The Delegate further agrees that the Grantee may carry out monitoring and evaluation activities to include, at a minimum,

and will effectively ensure the cooperation of the Delegate's employees and board members in such efforts.

4. CHANGES. The Grantee may, from time to time, request changes in the scope of the services of the Delegate to be performed hereunder. Such changes, including any increase or decrease in the amount of the Delegate's compensation, which are mutually agreed upon by and between the Grantee and the Delegate, must be incorporated in written amendments to this contract.

5. COMPLIANCE WITH LOCAL LAWS. The Delegate shall comply with all applicable laws, ordinances, and codes of the state and local governments.

6. COVENANT AGAINST CONTINGENT FEES. The Delegate warrants that no person or selling agency or other organization has been employed or retained to solicit or secure this contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee. For breach or violation of this warrant the Grantee shall have the right to annul this contract without liability or, in its discretion, to deduct from the contract or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee, or to seek such other remedies as legally may be available.

7. SCHEDULE OR PAYMENT. Subject to receipt of funds from the Lake County Economic Opportunity Council and OEO, the Grantee agrees to reimburse the Delegate for authorized expenditures. An advance of ____________ for estimated expenditures for __________ (months) will be made to the Delegate, who will submit to the Grantee vouchers that are sufficient to support payment under the Grantee's accounting procedures established or approved by the Grantee's accountant. Within __________ days the Grantee will approve or disapprove payment of the vouchers, and will make additional payments equal to the amount of such approved expenditures to the Delegate. In no event, however, will the Delegate receive reimbursement for personnel costs exceeding __________________, or for non-personnel costs exceeding _______________, except as it has received prior written authorization from the Grantee, which is incorporated into and shall be attached to this contract. The Grantee may, in its discretion, require the Delegate to obtain prior approval as a condition for reimbursement of any costs incurred. The grantee shall, in no event, be liable to reimburse the Delegate for any costs not specifically authorized in the approved budget or by prior approval of the Grantee.

8. TERMINATION. The Grantee may, by giving reasonable written notice specifying the effective date, terminate this contract in whole or in part for cause, which shall include: (1) failure, for any reason, of the Delegate to fulfill in a timely and proper manner its obligations under this contract, including compliance with the approved program and attached conditions, and such statutes, Executive Orders, and OEO directives as may become generally applicable at any time; (2) submission by the Delegate to OEO or to the Grantee of reports that are incorrect or incomplete in any material respect; (3) ineffective or improper use of funds provided under this contract; and (4) suspension or termination by the Lake County Economic Opportunity Council or OEO of the grant to the Grantee under which this contract is made, or the portion thereof delegated by this contract. The Grantee may also assign and transfer this contract when required by OEO direction. If the Delegate is unable or unwilling to comply with such additional conditions as may be lawfully applied by OEO to the grant to the Grantee, the Delegate shall terminate the contract by giving reasonable written notice ot the Grantee, signifying the effective date thereof. In such event the grantee may require the delegate to ensure that adequate arrangements have been made for the transfer of the delegatedkactivities to another Delegate or to the Grantee. In the event of any termination, all property and finished or unfinished documets, data, studies and reports purchased or prepared by the Delegate under this contract shall be disposed of according to OEO directives, and the Delegate shall be entitled to compensation for any unreimbursed expenses reasonably and necessarily incurred in satisfactory performance of the contract. Notwithstanding the above, the Delegate shall not be relieved of liability to the Grantee for damages sustained by the Grantee by virtue of any breach of the contract by the Delegate and the Grantee may withhold any reimbursement to the Delegate for the purpose of set-off until such time as the exact amount of damages due the Grantee from the Delegate is agreed upon or otherwise determined.

9. NON-FEDERAL SHARE. The Delegate will contribute__________ ____________to the program funds. Such contribution shall be in cash in the amount of__________, and in-kind in the amount of ____________________.

In witness whereof, the Grantee and the Delegate have executed this agreement as of the date first above written.

NEIGHBORHOOD ACTION INSTITUTE	METROCORPS
Delegate	Grantee
By: ____________________	By: ____________________
Position:	Position:

NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407
PHONE: (219) 885-4316

ROBERT W. JACKSON, DIRECTOR

PURPOSE: The Neighborhood Action Institute is a non-profit incorporated organization instituted in the City of Gary to provide leadership development training to all local neighborhood groups regardless to race, religion or national origin.

To meet this purpose the Institute will provide, on request, parliamentary procedure, skills development and sensitivity training to any community group

Neighborhood groups include: boards of churches, boards of neighborhood houses, boards of United Fund agencies, community action oriented groups and other civic related organizations.

OFFICERS:

Miss Jean Thurman, Chairman
2686 Jefferson Street
Gary, Indiana 46407
885-5071

Mr. John P. Friel
1358 Dearborn Street
Gary, Indiana 46403
938-6142

Mrs. Ann Johnson
2085 Chase Street
Gary, Indiana 46404
944-9315

Mr. Carl Guzman
301 King St./1136 W. 5th Ave.
Gary, Indiana 46404 /46402
949-3630 / 883-4159

Miss Shirley Heinze
1 Shore Drive
Portage, Indiana 46368
9-762-1720

Mr. Jerry Russell
1136 W. 5th Avenue
Gary, Indiana 46402
883-4158

Mrs. Mabel O. McClain
1201 Taft Street
Gary, Indiana 46404

FUNDING SOURCE: Scholarship, Education and Defense Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

a non-profit organization established to provide leadership development training to community groups.

TRAINING: The Neighborhood Action Institute of SEDFRE was established in the City of Gary for the purpose of providing leadership development training for local organizations.

The Institute is familiar with the operation and administration of both the Model Cities Program and Metro Corps Program.

MODEL CITIES: The NAI began its training with the Model Cities Program by conducting a series of workshops to community persons to take a survey within the Model Cities target area.

METRO CORPS: NAI provided a 3-day workshop for outreach workers of Metro Corps Program. These sessions dealt with an understanding of community action program and some techniques in community organization.

CONCENTRATED EMPLOYMENT PROGRAM:

The NAI has signed a training contract with the Concentrated Employment Program of Gary. In this contract, NAI is to provide leadership development training for the Neighborhood Advisory Board of the Program and sensitivity training to outreach workers of the staff. The Institute has been continuing in this role by conducting by-monthly workshops with the Neighborhood Advisory Board.

A.F.D.C. MOTHERS CLUB: The A.F.D.C. Mothers of Gary contacted the NAI about providing leadership development training as well as workshops in fund raising. The Institute has had several workshops with the A.F.D.C. Mothers in helping them toward their goals.

COORDINATING COMMITTEE FOR YOUTH SERVING AGENCIES:

The Institute conducted a 3-day in-residence workshop for members of the Coordinating Committee for Youth Serving Agencies of Gary. The objective of these workshops was to deal with sensitivity between White oriented youth serving agencies and the Black youth whom they are to serve. The committee contacted NAI to provide 3-day sensitivity session to aid them to deal with this problem.

In addition to the aforementioned groups, the Institute continually provides leadership development training for other "grass-root" organizations in the City of Gary with the hope of strengthening those organizations' ability to deal with community problems.

SCHOLARSHIP, EDUCATION
AND DEFENSE FUND FOR
RACIAL EQUALITY, INC.
164 Madison Avenue
New York, N.Y. 10016
(212) 532-8216

OCTOBER, 1968

Marvin Rich,
Executive Director

BACKGROUND INFORMATION

The Scholarship, Education and Defense Fund for Racial Equality, Inc., commonly known as SEDFRE, is an independent national organization formed in September, 1962 to assist local community organizations and civil rights groups.

Its major objective is to train local leaders so that they will be able to deal effectively with local problems.

Other SEDFRE services - scholarship assistance, specialized legal action, information activities on welfare and related government assistance - are essential parts of this program. They help to stimulate and encourage local leadership and to give it support that is not available elsewhere.

SEDFRE works at the grass-roots level to effect social change. Its 22 staff members assist local groups, on request, in solving individual and neighborhood problems and in providing an environment in which local citizens will take the lead in achieving their human and constitutional rights.

SEDFRE concentrates on four closely related activities:

LEADERSHIP TRAINING SEDFRE's leadership development programs answers the fast-changing needs of local grass-roots leaders, offering tailor-made workshops, night classes or other training situations which bring the activists together with those who can best provide needed information, skills and insights. Key to the effectiveness of SEDFRE-sponsored workshops is a national network of expert resource persons, each of whom has demonstrated an ability to communicate and relate well to community workers.

In the past year, SEDFRE has sponsored seminars and workshops for more than 4,900 citizen-leaders from 123 communities in 25 states -- workshops dealing with legal, economic, political and social problems. Participants have been helped to meet a wide range of needs -- from voting rights and improved schools to street lights and better job opportunities. Some of SEDFRE's workshops serve as an introduction to the broad range of practical training available. Others are keyed to specific problems, such as cooperative development; the role of the black college student; campaigning techniques; the securing of welfare-rights; the demands of holding public office. Participants have included farmers, students, lawyers, welfare recipients, policemen, suburbanites, big-industry personnel, elected local officials, volunteer community leaders and representatives of other segments of the community.

Of those who attended SEDFRE citizen education workshops, more than 50 have been elected to office. Other participants have assumed leadership in a variety of successful campaigns for community improvement. This workshop series has instructed community leaders in the political realities: precinct organization, campaign management, getting out the vote. Such workshops, building on the voter-registration drives of SEDFRE and others, helped forge a new Negro political strength and sophistication.

Last year, this SEDFRE program concentrated more than ever on workshops helping people organize politically, run successful campaigns and actually win office. The number of Negroes elected, even in deep Southern outposts, did in fact increase dramatically. With this rise has come a correspondingly dramatic need for skill training for the newly elected public official: school board member, sheriff, justice of the peace, legislator.

Plans are underway for a National Conference of Black School Board Members in 1969, a major effort to train some 200 school officials in the effective administration of their duties. The forthcoming Conference is an outgrowth of SEDFRE's pioneering Seminar for Newly Elected School Board Officials held in August 1967 for 35 Southern school board members, the first elected to such posts in the region.

In close contact with the probable winners of the November 1968 election, SEDFRE anticipated their needs in its newly funded Technical Assistance Program for Newly Elected Public Officials. This will provide expert help enabling the newly elected to perform unfamiliar duties with a high degree of competence which can advance the whole cause of equality of treatment and opportunity in their communities.

In the economic arena, SEDFRE during 1968 greatly intensified its effort to assist a network of Southern economic cooperatives, faced with serious training needs. Co-ops present one of the few practical hopes available to farmers, being automated out of a livelihood in the South. The Southern Cooperative Development Program and the Federation of Cooperatives are growing enterprises, drawing staff from people "left over" from the voter-registration movement which swept the South so dramatically in the mid-sixties. The grass-roots leaders who emerged during this exciting and productive period were maids, farmers, housewives, ministers -- people who got a touch, but only a touch, of the skills needed to bring about real change. Training has been taking place at several levels: staff development, Board training, membership education and managerial development. SEDFRE has undertaken all but the technical managerial training.

SEDFRE's non-ideological approach and expertise in training has proved highly useful: its practical applications continue to multiply as the needs of black leaders change. SEDFRE has stimulated unified community-wide action in a variety of situations and places where internal conflict or intergroup friction has negated progress. A workshop, for example, on police-community relations brought together police officers and community activists in a primarily white suburb. An institute on community problems assembled Negroes, Puerto Ricans and Jews. A clinic on the techniques of non-violent action was conducted during the Poor People's Campaign, reaching a mixed group of poor people's leaders representing American Indians, Mexican Americans, Appalachian whites and blacks ranging in ideology from integrationist to nationalist.

(more)

SCHOLARSHIP AID

The Eleanor Roosevelt Scholarship Program of SEDFRE, now in its fifth year, provides aid to young people, Negro and white, who have shown exceptional qualities of leadership and commitment in the civil rights movement.

Recipients are young people in whom the civil rights movement has developed a driving desire for the higher education they consider essential if they are to fulfill themselves as individuals and as community leaders.

In 1963, when the scholarship program was established, only two scholarships were awarded. The total rose to eight in 1964, 25 in 1965, 54 in 1966 and 56 in 1967. Fifty-nine SEDFRE-sponsored students have already earned their degrees. These young men and women are now serving as social workers, teaching, practicing law and making their influence felt in their communities. Several have been awarded advanced degrees.

Although scholarship holders are young people of initiative and character, it is unlikely that they would have completed their education unaided by SEDFRE. Some of them had been denied scholarship grants from other sources because of their civil rights activities.

In some instances, their community work had led to expulsion from the only college they could afford on their own or had resulted in dismissal of their parents from their jobs. Several, with the aid of SEDFRE scholarships, became the first Negro students to attend previously segregated colleges, a venture for which the usual scholarship grants are not available. Several white students, backed by SEDFRE aid, entered previously all-Negro institutions.

LEGAL ASSISTANCE

SEDFRE's legal program is designed to meet the needs of the discriminated-against and the poverty-stricken. We give legal service and act as General Counsel to numerous community organizations throughout the U.S. -- welfare rights groups, tenant groups, national organizations, community corporations--working directly with those of their members who require assistance. In 1967, for example, our attorneys were able to secure more than $400,000 in benefits unlawfully denied welfare clients.

Thanks to a pioneering law internship program which functions the year round, a broad range of legal work can be undertaken. Six students from three New York City law schools work on a combined weekly schedule totalling close to 100 hours, providing professional legal staff assistance and accruing practical training in the specialized field of upholding the rights of the poor. The legal department is thus able to deal on a continuing basis with consumer, welfare, school and housing problems, and to keep abreast of the general legal and sociological needs of ghetto residents.

Through a joint program with Northwestern University School of Law, SEDFRE is also engaged in a nationwide program to train lawyers in the handling of employment discrimination cases.

We also handle, and win, cases of the more traditional civil rights type. A recent victory against the Campbell Soup Company in South Carolina caused this giant corporation to make major changes in its employment practices. We were also successful in an action in California to uphold the refusal of a welfare worker to take part in midnight visits to homes of welfare clients on the grounds that such visits are invasions of the right of privacy.

(more)

In addition, SEDFRE maintains a general legal assistance service, particularly in the area of consumer fraud in New York, and a legal staff in Louisiana.

WELFARE SEDFRE is seeking better ways to acquaint welfare clients with their rights under the law, encouraging them to take the steps necessary to make sure that their rights are respected.

In May,1966, the organization started a demonstration and information program in Newark, New Jersey, to give welfare recipients a new sense of dignity and worth, and to halt the neglect and exploitation which they often suffer.

In the Newark project, SEDFRE published information guides and special category brochures for the impoverished in both English and Spanish. This printed material material, compiled with the assistance of SEDFRE staff, helps take poor persons step by step through the process of meeting eligibility requirements and securing their full rights under the law. It also aids welfare recipients to obtain special allowances to which they may be entitled and provides information on grievance procedures.

MATERIALS A series of simply written how-to manuals on the basics of effective action for local groups includes: Political Strength-How to Get It, Negotiation: A Tool for Change, and How to Raise Money for your Organization. More such guides are in preparation.

FUNDS Funds for SEDFRE's diverse activities come from varied sources. These include more than 16,000 individual contributors and a number of foundations.

Among foundations and organizations which have provided significant aid to SEDFRE are: Corning Glass Works Foundation, Ernst Foundation, Executive Council of the Episcopal Church, Field Foundation, Ford Foundation, Thomas and Audrey Hess Foundation, International Ladies Garment Workers Union, Irwin-Sweeney-Miller Foundation, J. M. Kaplan Foundation, New Land Foundation, New York Foundation, Aaron E. Norman Fund, Normandie Foundation, Ottinger Foundation, Overbrook Foundation, Samuel Rubin Foundation, Sachs Foundation, Shanti Foundation, Stern Family Fund, Taconic Foundation, United Presbyterian Church, Wechsler-Forrest-Slater Foundation.

Since its formation in 1962, SEDFRE has shown steady growth in income and program expenses. The following chart reflects this growth.

Year Ending	Income	Expense
8-31-63	$ 9,000	$ 2,600
8-31-64	92,000	41,000
8-31-65	191,000	194,000
8-31-66	256,000	285,000
8-31-67	303,000	339,000
8-31-68	375,000	375,000

BOARD Policy of SEDFRE is made by an active Board. The Board meets five time a year. An executive committee of ten meets in the intervening months. The Board functions through a network of active committees assigned responsibility for each of the major program areas.

(more)

Members of the Board are President, Andrew E. Norman; Vice Presidents, William S. Ellis, Nannette Sachs; Secretary, Ezra Levin; Treasurer, Shelly Appleton; Chairman, Nils R. Douglas; and James Baldwin, Katrina McCormick Barnes, Prof. Allen Barton, Representative Johnathan Bingham, Canon James P. Breeden, Robert Curvin, Charlotte Devree, Robert F. Drinan, S.J., William Ellis, Michael O. Finkelstein, Doris Freedman, James T. Harris, Jr., Claude Heckscher, Norman Hill, Arthur Kimmelfield, Dr. Archie Lacey, Jeremy Larner, Jo-Ann Lick Levinson, John Lewis, Leo Modesto, Henry Morgenthau, III, Dr. William Staurt Nelson, Edward W. Norton, Richard G. Schwartz, Elaine Slater, Norman Thomas, Rowland Watts.

STAFF SEDFRE staff has grown in the past two years from two to 22. Program staff members have a history of active participation in the civil rights movement. This has been crucial in securing maximum acceptance of SEDFRE program by local groups.

Staff members include:

Marvin Rich, Executive Director, who was previously Community Relations Director of CORE (October, 1959 through April 1965) and had prior experence in the trade union movement.

Carl Rachlin, Legal Director, is currently Chairman of the Lawyers Constitutional Defense Committee, and is a member of the committee on civil rights and responsibilities of the American Bar Association.

Ronnie Moore, Leadership Training Director, was for five years Director of the Louisiana Project and has extensive background in Southern voter registration and community organization problems.

James Felder, Director of the Technical Assistance Program for Newly Elected Public Officials, is an attorney, formerly, the South Carolina director of the Voter Education Project, and for 15 months served as administrative assistant to Congressman John Conyers.

Julian Bond, Consultant to the Technical Assistance Program for Newly Elected Public Officials, is a Georgia state legislator; previously, he was publicity director of the Student Non-violent Coordinating Committee.

Spiver Gordon, Staff Associate, has been active in community organization in Louisiana and northern Florida since 1962.

James T. McCain, Director of our Citizen Education Project, was formerly Director of the South Carolina Council of Human Relations and Organization Director of CORE. He was also Dean of Men at Morris Brown College.

Henry G. Smith, Jr., Staff Associate, former commissioner of Suffolk County Economic Opportunity Commission and officer in union, civic and fraternal organizations. Member of Governor Rockefeller's committee on Migratory Wokers.

(more)

Edward L. Cole, Staff Associate specializing in co-operative development, was formerly training director of the Child Development Group of Mississippi.

David Helper, Staff Associate, was a public school-teacher in Florida and served as a volunteer community organizer in the northern part of the state.

Shirley Lacy, Director of the Welfare Rights Project, is a former case worker, member of the National Action Council of CORE and a specialist in urban problems.

Andres Flores, Staff Associate, a recent graduate of the City College of New York, has a range of teaching experience: in a Bronx Urban League Street Academy, in a city elementary-school summer program, and in an adult voter-education program run by a Puerto Rican drivers' association.

Bob Jackson, Former Executive Director of a private Community Action Organization. Was organizer of several Community Action groups in Washington, D.C. Now directing Neighborhood Action Institute in Gary, Indiana.

In Addition, we function through a network of more than 1,000 attorneys, a few on retainer, most volunteers. Also, we have a number of volunteers working on our Scholarship Program. The faculty in our Leadership Training Program makes extensive use of volunteers.

#######################

EDDYE McCAIN

JESSE BELL, JR.

HARRIET LAMPLEY

A minimum of three of the incorporators designated in Article 10 on page —c— should sign above.

STATE OF INDIANA }
COUNTY OF Lake } ss:

Before me, Julian B. Allen, a Notary Public in and for said County and State, personally appeared

Eddye McCain

Jesse Bell, Jr.

Harriet Lampley

and severally acknowledged the execution of the foregoing articles of incorporation.

(SEAL)

WITNESS my hand and notarial seal this 29th day of October, 1968

Notary Public.

My commission expires January 22, 1972

(Articles of Incorporation must be prepared in triplicate on the form prescribed by the Secretary of State, by the incorporators and signed and acknowledged by at least three of them before a Notary Public, and shall be presented in triplicate to the Secretary of State at his office accompanied by the fees prescribed by law.)

This instrument was drafted by

Julian B. Allen, Esq.
2092 Broadway
Gary, Indiana 46407

11. A statement of the property and an estimate of the value thereof, to be taken over by this corporation at or upon its incorporation:

NONE

12. Any other provisions, consistent with the laws of this state, for the regulation and conduct of the affairs of this corporation, and creating, defining, limiting or regulating the powers of this corporation, of the directors or of the members or any class or classes of members:

NONE

—c—

8. The number of directors of this corporation shall be three (This must be an exact number and cannot be stated in the alternative.)

9. The names and addresses of the first board of directors are as follows:

Name	Street	City	County	State
John P. Friel	1350 Dearborn	Gary	Lake	Indiana
John Gibson	2544 Virginia	Gary	Lake	Indiana
Eddye McCain	2508 Central Drive, Gary		Lake	Indiana

10. The names and post office addresses of the incorporators are as follows:

Name	Street	City	County	State
Eddye McCain	2508 Central Drive, Gary		Lake	Indiana
Jesse Bell, Jr.	1755 Ellsworth	Gary	Lake	Indiana
Harriet Lampley	1201 W. 11th Ave.	Gary	Lake	Indiana

3. The period during which it is to continue as a corporation is Perpetual years.

4. The post office address of its principal office is 491 Broadway Street, Gary (City) Lake (County) Indiana (State)

5. The name of its resident agent is [illegible]

6. The post office address of its resident agent is 491 Broadway Street, Gary (City) Lake (County) Indiana (State)

7. If the memberships are to be divided into classes the designations of the different classes, and a statement of the relative rights, preferences, limitations and restrictions of each class, together with a statement as to the voting rights of any such class:

Membership is not divided into classes. Those persons who are members are entitled to vote at the corporation's annual meeting.

BOOK 2020 PAGE 563

ARTICLES OF INCORPORATION

of

NEIGHBORHOOD ACTION INSTITUTE, INC.

The undersigned, being three or more natural persons of lawful age, at least a majority of whom are citizens of the United States, do hereby adopt the following Articles of Incorporation, representing beforehand to the Secretary of State of the State of Indiana and all persons whom it may concern, that a membership list or lists of the above named corporation for which certificate of incorporation is hereby applied for, have heretofore been opened in accordance with law and that at least three (3) persons have signed such membership list.

Be it further remembered that the following Articles of Incorporation and all matters heretofore done or hereafter to be done are in accordance with "An Act concerning domestic and foreign corporations not for profit, providing for fees, providing penalties for the violation thereof, and repealing certain laws," approved March 7, 1935, and all acts amendatory thereof and supplemental thereto.

1. The name of this corporation shall be ....

(Name must include the word "Corporation" or "Incorporated" or one of the abbreviations thereof.)

2. The purpose or purposes for which it is formed are as follows:

The Neighborhood Action Institute is a non-profit community agency structured to serve as an organized, centralized system for training professional and indigenous people involved in community programs. To engage in any lawful purpose or business whatever for which corporations may be organized under the Indiana General Corporation Act, Title 25, Chapter 5, Burns Indiana Statutes.

STATE OF INDIANA

DEPARTMENT OF STATE

CERTIFICATE OF INCORPORATION

BOOK 1028 PAGE 561

[illegible]

Nov 26 11 42 AM '6[illegible]

[illegible] RECORDER

SECRETARY OF STATE

TO ALL TO WHOM THESE PRESENTS SHALL COME, GREETING:

WHEREAS, Articles of Incorporation, duly signed and acknowledged, showing no Capital Stock, having been filed in the office of the Secretary of State on the 12th day of November, 19 68, for the organization of the

NEIGHBORHOOD ACTION INSTITUTE, INC.

under and in accordance with the provisions of "AN ACT" concerning domestic and foreign corporations not for profit, providing for fees, providing penalties for the violation thereof, and repealing certain laws." Approved March 7, 1935, as published at Page 557, Acts of 1935.

NOW THEREFORE, I, the Secretary of the State of Indiana, by virtue of the powers and duties vested in me by law, do hereby certify that the said organization is a body politic and corporate, authorized and empowered by the laws of the State of Indiana to proceed to carry out the objects of its organization.

In Witness Whereof, I have hereunto set my hand and affixed the seal of the State of Indiana, at the City of Indianapolis, this 12th day of November, 19 68

Edgar D. Whitcomb
Secretary of State.

By ....
Deputy.

BOOK 1028 PAGE 5[illegible]

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

Form Approved.
Budget Bureau No. 116-R0150

SUB-DELEGATE AGENCY BASIC INFORMATION

ORGANIZATION NO.

DATE PREPARED
October 29, 1969

SECTION I. IDENTIFICATION OF COMMUNITY ACTION AGENCY

1. NAME OF CAA
METRO CORPS OF GARY, INCORPORATED

2. GRANT NO.
CG IND 4000E

SECTION II. IDENTIFICATION OF DELEGATE AGENCY

3. NAME OF DELEGATE AGENCY
NEIGHBORHOOD ACTION INSTITUTE

4. MAILING ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
1700 Adams Street	Gary	Lake	Indiana	46407

5. TELEPHONE NO. *(Include Area Code)*

6. IRS EMPLOYER IDENTIFICATION NO.

SECTION III. TYPE OF AGENCY

7. ☐ **PUBLIC AGENCY:**

a. **GOVERNMENT:** ☐ STATE ☐ COUNTY ☐ CITY ☐ TERRITORY ☐ TRIBAL COUNCIL

☐ OTHER *(Identify)* ______

b. **PUBLIC AGENCY:** ☐ INSTITUTION OF HIGHER EDUCATION ☐ EMPLOYMENT ☐ ELEMENTARY OR SECONDARY SCHOOL

☐ HEALTH ☐ WELFARE ☐ OTHER *(Identify)* ______

8. ☐ **PRIVATE NONPROFIT ORGANIZATION:**

☐ INSTITUTION OF HIGHER EDUCATION ☐ RELIGIOUS ORGANIZATION ☐ ELEMENTARY OR SECONDARY SCHOOL

☐ LEGAL SOCIETY ☐ HEALTH ☐ WELFARE ☐ EMPLOYMENT ☐ NEIGHBORHOOD BASED ORGANIZATION

☐ OTHER *(Identify)* ______

SECTION IV. PROGRAM ADMINISTRATION

9. PROGRAM DIRECTOR

a. NAME
Robert Jackson

b. ATTACH A STATEMENT OF THE JOB QUALIFICATIONS, THE JOB DESCRIPTION AND A BIOGRAPHICAL RESUME FOR THE PROGRAM DIRECTOR

10. WHAT PROGRAM ACCOUNTS WILL THE DELEGATE AGENCY ADMINISTER? provide training for Boards of Model Cities and Metro Corps during 3 separate but related weekend workshops. Type training will include developing of organizational and leadership resources of the Gary Model Cities target area, identifying and involving indigious leaders of the neighborhood in the Model Cities Project. Acquaint participants with their legistative resources through theexploaration of the Model Cities Legislation as well as to help increase the skills and knowledge of the residents in leadership and organizational planning methods and programs, the inter-relationships of these problems and programs and the problem solving methods involved.

SECTION V. SUMMARY EVALUATION OF DELEGATE AGENCY *(To be completed by the CAA)*

11. IS THIS A NEW DELEGATE AGENCY OF THE CAA? ☐ YES ☐ NO

12. DESCRIBE HOW THE CAA WILL MAKE SURE THAT THE DELEGATE AGENCY COMPLIES WITH OEO AND CAA POLICIES AND FULFILLS THE WORK PROGRAM OBJECTIVES.

13. IF THE DELEGATE AGENCY HAS PREVIOUSLY OPERATED CAA PROGRAMS, PROVIDE A BRIEF EVALUATION OF ITS PERFORMANCE TO DATE. IF NOT, DESCRIBE ITS QUALIFICATIONS TO OPERATE THE DELEGATED PROGRAM.

CAP FORM 87 AUG 68 GPO 861-380

OFFICE OF ECONOMIC OPPORTUNITY
Community Action Program

Assurance of Compliance with the Office of Economic Opportunity's Regulations under Title VI of the Civil Rights Act of 1964

NEIGHBORHOOD ACTION INSTITUTE (hereinafter called the "Applicant")
(Name of Applicant or Delegate Agency)

AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and the Regulations of the Office of Economic Opportunity issued pursuant to that title (45 C.F.R. Part 1010), to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance either directly or indirectly from the Office of Economic Opportunity; and HEREBY GIVES ASSURANCE THAT it will immediately, in all phases and levels of programs and activities, install an affirmative action program to achieve equal opportunities for participation, with provisions for effective periodic self-evaluation.

In the case where the Federal financial assistance is to provide or improve or is in the form of personal property, or real property or interest therein or structures thereon, the assurance shall obligate the Applicant, or, in the case of a subsequent transfer, the transferee, for the period during which the property is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services and benefits, or for as long as the Applicant retains ownership or possession of the property, whichever is longer. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining either directly or indirectly any and all Federal grants, loans, contracts, property, or discounts, the referral or assignment of VISTA volunteers, or other Federal financial assistance extended after the date hereof to the Applicant by the Office of Economic Opportunity, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Date December 1, 1969

NEIGHORHOOD ACTION INSTITUTE
(Name of Applicant or Delegate Agency)

By
(President, Chairman of Board, or comparable authorized official)

1700 Adams Street
Gary, Indiana 46407
(Mailing Address)

CAP FORM 11 (REV. JUN 69) PREVIOUS EDITIONS ARE OBSOLETE.

* U.S. GOVERNMENT PRINTING OFFICE 1969 O—354-686

METRO CORPS OF GARY, INCORPORATED

WEEKLY REPORT OF COMMUNITY ORGANIZATION BY COMMUNITY SERVICE CENTER STAFF

Report for week of November 21, 1969 Community Service Center I

Reported by Miss Aida Lopez

This report is to supplement the daily report of contacts.
Record here: Any problems in the community and emergency situations you encounter. Describe work on problems by Metro Corps staff or community group. Include accomplishments. Report community organization work by center staff (HAC Tenant Council meetings, etc.) (Be brief)

I. Emergency needs and special problems:

I. Employment for Women.
II. Employment for boys and girls after school hours.

II. Community problems continued, or that occur with higher incidence from last week, or are an on-going community problem.

I. Township Trustee's is giving our client a hard time when one is in the need of their serivice.

III. What the community has done about the problem(s) and what role we have played, alone or in cooperation with other organizations.

I. Next month we are started a art program for the children who are attend Jefferson school with their parent!s. The art classes will be in the English classes. The Contacts for R.E.P. program and meeting in blocks started this week, the purpose is to see what the people of the community want done in the Jefferson area.

IV. What have you done this week on any community problem, alone, or in cooperation with other organizations as follow-up or a new venture.

The people had been reponding very well to R.E.P. program, and also we have had a very good respond from the people concerninf the REP program and they are very eager to attend the conference to be held in Lansing, Ill.

V. What social resources can help you attack the problem: indigenous people, social agencies, governmental units, departments or agencies (use other side for additional remarks).

Employment office had been try their best to helps us.

METRO CORPS OF GARY, INCORPORATED

Weekly report of community organization by Community Service Center staff.

Report for week of November 28, 1969 Community Service Center # 3

Reported by Mrs. Rachel McCarter

This report is to supplement the daily report of contacts.

Record here: Any problems in the community and emergency situations you encounter. Describe work on problems by Metro Corps staff or community group. Include accomplishments. Report community organization work by center staff (NAC Tenant Council meeting, etc.) (Be brief)

I. Emergency needs and special problems:

A. Transportation in this area and employment for females.

B. Recreation for the youths.

II. Community problems continued, or that occur with higher incidence from last week, or are an on-going community problem.

A. Re-occurance of the destruction of Steel City tot lot. (The sliding boards have been completely destroyed).

B. Re-instatement of the previous week.

III. What the community has done about the problem(s) and what role we have played alone, or in cooperation with other organization.

A. A meeting has been scheduled concerning Steel City Rental units conditions Wednesday, December 3rd, at this center.

B. We are working with the President in planning and scheduling for the meeting, December 3, 1969.

IV. What have you done this week on any community problem, alone, or in cooperation with other organizations as follow-up or a new venture.

A. Re-instatement of the previous week.

B. We have attended training sessions with Bob Jackson and we are working with the community in getting a trip to the Shrine Circus in Hammond, by negotiating transportation, information, and the proper distribution of complimentary tickets, which were donated by the Campbell Friendship House, Mrs. Dorothy Tuggle.

V. What social resources can help you attack the problem: indigenous people, social agencies, governmental units, departments or agencies (use other side for additional remarks.

A. Police protection.

B. Youths of this area are disturbed because of the lack of recreational facilities.

ch

METRO CORPS OF GARY, INCORPORATED

WEEKLY REPORT OF COMMUNITY ORGANIZATION BY COMMUNITY SERVICE CENTER STAFF

Report for week of 12-11-69 Community Service Center 2

Reported by Johnson & Blakey

This report is to supplement the daily report of contacts.
Record here: Any problems in the community and emergency situations you encounter. Describe work on problems by Metro Corps staff or community group. Include accomplishments. Report community organization work by center staff (NAC TENANT COUNCIL meetings, etc.) (Be brief)

I. Emergency needs and special problems:

The youth in Delaney and Ivanhoe had unnecessary fights over the weekend. Gang shooting at restaurant on 13th Adam

II. Community problems continued, or that occur with highter incidence from last week, or are an on-going problem.

Unemployment for women

III. What the community has done about the problem(s) and what role we have played, alone or in cooperation with other organizations.

Delaney had a meeting monday evening and will have another soon, to discuss the problems. Ivanhoe wants some-one from the Streets program to talk with their youth.

IV. What have you done this week on any community problem, alone, or in cooperation with other organizations as follow-up or a neww venture.

Ivanhoe Tennant Council had a meeting monday evening With Dennis Collin on cooperative buying. Ivanhoe agreed to go along With the program.

V. What social resources can help you attack the problem, indigenous people , social agencies, gobernmental units, departments or agencies (use other side for additional remarks.

Parents and other agencies working together With our youth Who are causing All the trouble,

Inform all our friends about cooperative buying,

METRO CORPS OF GARY, INCORPORATED

Weekly report of community organization by Community Service Center Staff.

Report for week of December 19, 1969 Community Service Center #3

Reported by Mrs. Rachel McCarter

This report is to supplement the daily report of contacts.

Record here: Any problems in the community and emergency situations you encounter. Describe work on problems by Metro Corps staff or community group. Include accomplishments. Report community organization work by center staff (NAC Tenant Council meeting, etc.) (Be brief)

I. Emergency needs and special problems:

A. Still the need of transportation for center #3.

B. We are getting complaints for the needs of emergency food.

C. We are concerned over the dire need for rear building (Center) for the youth.

II. Community problems continued, or that occur with higher incidence from last week, or are an on-going community problem.

A. Parents are still unwilling to report incidents that happened in the East Side Community.

B. Housing conditions in Steel City are going un-noticed by absentee landlord and the community.

III. What the community has done about the problem(s) and what role we have played alone, or in cooperation with other organization.

A. Through the survey on sub-standard housing, we have been able to identify some of the conditions that exists in poor housing in Steel City.

B. Once information has been compiled from the survey, we will bring it forth to the general public, concerning our findings.

C. A letter to the Traffic Engineer is being recorded, concerning the installment of the traffic signs for the Tot Lot.

IV. What have you done this week on any community problem, alone, or in cooperation with other organizations as follow-up or a new venture.

A. We have collected food stuffs for the needy in cooperation with the Streets Program for the Mayor's Christmas Benefit Baskets.

B. Through our office, we rendered services to a be-rieved family in participating in the family services.

V. What social resources can help you attack the problem: indigenous people, social agencies, governmental units, departments or agencies (use other side for additional remarks.

A. Social agencies or professional workers should be seen or work in our area in order to become more informed about existing problems.

B. Since we have been informed of the lack of funds by the School City and Park Department, our children are suffering from recreational outlets.

RM:ch

METRO CORPS OF GARY, INCORPORATED

WEEKLY REPORT OF COMMUNITY ORGANIZATION BY COMMUNITY SERVICE CENTER STAFF

Report for week of 1-9-70 Community Service Center No I

Reported by Aida Lopez

This report is to supplement the daily report of contacts.
Record here: Any problems in the community and emergency situations you encounter. Describe work on problems by Metro Corps staff or community group. Include accomplishments. Report community organization work by center staff (HAC Tenant Council meetings, etc.) (Be brief)

I. Emergency needs and special problems: Employment for women and day care centers. Informative newspaper both Spanish and english for this community.

II. Community problems continued, or that occur with higher incidence from last week, or are an on-going community problem.

Same as week of 12-19-69

III. What the community has done about the problem(s) and what role we have played, alone or in cooperation with other organizations. A number of families during the school city strike sent their children to school because of lack of understanding even after listening to the broadcast. There is a need to assist in this area + members of REP will meet next week to

IV. What have you done this week on any community problem, alone, or in cooperation with other organizations as follow-up or a new venture. see what M C can be instrumental after we counsel the people in the community as to the funds left from Commun (think) REP should be used in establishing the D.C center or the Newspaper.

V. What social resources can help you attack the problem: indigenous people social agencies, governmental units, departments or agencies (use other side for additional remarks).

Employment for women
Day Care Center
REP
Metro Corps

METRO CORPS OF GARY, INCORPORATED

WEEKLY REPORT OF COMMUNITY ORGANIZATION BY COMMUNITY SERVICE CENTER STAFF

Report for week of JANUARY 9, 1970 Community Service Center NBO 2

Reported by BLAKEY

This report is to supplement the daily report of contacts.
Record here: Any problems in the community and emergency situations you encounter. Describe work on problems by Metro Corps staff or community group. Include accomplishments. Report community organization work by center staff (HAC Tenant Council meetings, etc.) (Be brief)

I. Emergency needs and special problems:

THE EKECTION IN THE MOTHER'SA.F.D.C.CLUB WILL BE HELD TONIGHT. THERE IS NOT MUCH UNITY AND WE WILL BEGIN TO WORK WITH THE MOTHER'S STARTING TONIGHT. THE MAYOR IS TO INSTALL THE OFFICERS ON JANUARY 16,1970, BUT THE MEMBERS ARE VERY RELUCTANT TO RUN FOR OFFICE. IT IS HOPED THAT WE CAN CREATE SOME KIND OF TOGETHERNESS AND GET THE MOTHERS INTERESTED.

II. Community problems continued, or that occur with higher incidence from last week, or are an on-going community problem.

~~XXXXXXXXX THE WEATHER~~SCHOOL STRIKE AND EMPLOYMENT FOR WOMEN.

III. What the community has done about the problem(s) and what role we have played. alone or in cooperation with other organizations.

THERE WAS A MEETING WITH THE SCHOLL SUPRENTENDANT JANUARY 8, 1969, but BECAUSE OF THE WEATHER AND NO TRANSPORTATION NO ONE ATTENDED FROM THIS OFFICE. THE MEE WAS WITH POWER GROUP.

IV. What have you done this week on any community problem, alone, or in cooperation with other organizations as follow-up or a new venture.

IN CO-OPERATION WITH MRS. HARDEMIA ANDERSON, L.C.E.O.C.HOUSING CONSULTANT, WE HAVE SET UP A MEETING WITH REPRESENTATIVES FROM ALL AREAS OF MIDTOWN WEST(BROADWAY TO CLINE AVENUE) TO TALK ABOUT THE HOUSING NEED AND WHAT CAN BE DONE TO ALLEVIATE THEM. THERE IS HOPW THAT A PROPOSAL CAN BE WRITTEN TO THE FEDERAL GOVERNMENT AND FUNDING CAN BE SECURED.

V. What social resources can help you attack the problem: indigenous people, social agencies, governmental units, departments or agencies (use other side for additional remarks).

THE PEOPLE OF THE COMMUNITY CAN PLAY A GREAT PART IF ~~XM~~ WE CAN GET THEM IN ALSO L.C.E.O.C. AND METRO CORPS.

THE FOLLOWING PAGES ARE THE BEST
AVAILABLE.

OFFICE OF ECONOMIC OPPORTUNITY
Community Action Program

Assurance of Compliance with the Office of Economic Opportunity Regulations under Title VI of the Civil Rights Act of 1964

Neighborhood Action Institute (hereinafter called the "Applicant")
(Name of Applicant or Delegate Agency)

AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P. L. 88-352) and the Regulations of the Office of Economic Opportunity issued pursuant to that title (45 C.F.R. Part 1010), to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance either directly or indirectly from the Office of Economic Opportunity; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant either directly or indirectly by the Office of Economic Opportunity, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it either directly or indirectly by the Office of Economic Opportunity.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining either directly or indirectly any and all Federal grants, loans, contracts, property, or discounts, the referral or assignment of VISTA volunteers, or other Federal financial assistance extended after the date hereof to the Applicant by the Office of Economic Opportunity, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignee, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Date 3-31-69

Neighborhood Action Institute
(Name of Applicant or Delegate Agency)

By Jean Thurman
(President, Chairman of Board, or comparable authorized official)

1700 Adams Street
Gary, Indiana 40407
(Mailing address)

CAP FORM 11 APR 65

GSA DC 66-15726

OFFICE ECONOMIC OPPORTUNITY • COMMUNITY ACTI ROGRAM

MAINTENANCE OF EFFORT CERTIFICATION

COMMUNITY ACTION AGENCY	GRANT NO.	PROGRAM YEAR
METRO CORPS OF GARY, INC.		

Funds or other resources devoted to programs or activities designed to meet the needs of the poor within the community will not be diminished in order to provide non-Federal share contributions for the Community Action Program.

With respect to each program account in this funding request:

(1) The amounts claimed as non-Federal share represent a net increase over expenditures from non-Federal sources made for similar activities during the twelve months prior to initial application to OEO for the program account;

(2) The program account services will be in addition to, not in substitution for, services previously provided without Economic Opportunity Act assistance.

TYPED NAME OF EXECUTIVE DIRECTOR, CAA Gary Stewart, Executive Director	SIGNATURE Gary Stewart	DATE 5/1/69
TYPED NAME OF PRINCIPAL GOVERNING OFFICIAL OR PRINCIPAL OFFICER OF GOVERNING BOARD Stanley A. Terry, President	SIGNATURE Stanley A. Terry	DATE 5/1/69

CAP FORM 82 AUG 68

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

Form Approved
Budget Bureau No. 116-R0157

PROGRAM ACCOUNT WORK PROGRAM

Community Action Agency: METRO CORPS OF GARY, INC.

Grant Number:

Program Account Title: COOPERATIVE TECHNICAL ASSISTANCE TRAINING PROGRAM

Program Account Number: 03

Project Title(s):

Program Year:

End Date: 1/31/70

	Page
I. PURPOSE:	
a. What problems will you deal with in the program account?	(2)
b. What are the objectives of the program account and what benefits should result from its operation?	(2)
c. Why do you believe these results can be achieved?	(2)
II. PARTICIPANTS:	
a. How many people are potentially eligible to take part in the program account?	(3-4)
b. What percentage of those eligible will participate?	(3-4)
c. How will the poor and target area residents learn about and be recruited for the program?	(3-4)
d. What are the selection criteria?	(3-4)
III. PROGRAM:	
a. What activities will be carried out in the work program?	(4-6)
b. What major steps will be taken to carry out the work programs?	(4-6)
c. What are the strengths and weaknesses of your current program?	(4-6)
d. What changes are you proposing in this work program as compared with your current program?	(4-6)
e. How will participants in one activity be referred to other activities or programs?	(4-6)

CAP FORM 7 (REV. AUG 69)

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT WORK PROGRAM

Program Account Title: Grant Number:

COOPERATIVE TECHNICAL ASSISTANCE TRAINING PROGRAM 03

	Page
f. What follow-up activities will assist participants upon completion of the program?	(4-6)
g. How will other members of the participant's family be involved in the program account or other programs?	(4-6)
h. What facilities are needed for the operation of the program and where are they located?	(4-6)
i. What transportation is required and how will it be provided?	(4-6)
j. What major new equipment is needed?	(4-6)
k. What problems do you foresee in carrying out the program?	(4-6)
l. How would you change the program under an expanded or reduced budget?	(4-6)
IV. RESIDENT PARTICIPATION	
a. What are the functions and responsibilities of policy advisory groups set up for the program?	(6-7)
b. How are members of policy advisory groups selected?	(6-7)
c. What ideas of the poor and target area residents have been included in the work program?	(6-7)
d. How will the poor and target area residents influence the program while it is being carried out?	(6-7)
e. What assistance will target area groups and neighborhood based organizations have to help them express their needs and interests related to the program and to administer programs directly?	(6-7)
V. ADMINISTRATION	
a. If all or portions of the program account are delegated, why did you decide to delegate?	(7)
b. How will you advertise for, recruit and select staff?	(7)

Program Account Title: Grant Number:

COOPERATIVE TECHNICAL ASSISTANCE TRAINING PROGRAM 03

	Page
c. What functions once performed by professionals will be assigned to non-professional employees as a result of reassessment of professional job requirements?	(7)
d. How will non-professional employees be helped to advance to higher level positions within the program?	(7)
e. How will non-professional employees be helped to gain employment with agencies other than the CAA?	(7)
f. What volunteer services are required in the program?	(7)
g. How will volunteers be recruited?	(7)
h. What consultant or technical assistance will be needed?	(7)
i. What staff training will be provided?	(7)

VI. COORDINATION

a. Checkpoint procedures have been followed and forms are:

Attached /XX/ Not Attached / /

b. What other agencies in the community are dealing with problems related to the program account?	(8)
c. What arrangements do you have with these agencies to coordinate their programs with the activities of the program account?	(8)
d. How have you encouraged other agencies to provide or help finance activities of the program account?	(8)
e. What changes in approaches to poverty problems do you foresee as a result of the operation of the program account?	(8)

VII. EVALUATION

a. How will the effectiveness of the program be evaluated?	(8)
b. How will recommendations for improvement be put into effect?	(8)

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT WORK PROGRAM

Program Account Title:	Grant Number:
COOPERATIVE TECHNICAL ASSISTANCE TRAINING PROGRAM	03

Page

VIII. ADDITIONAL COMMENTS

a. Provide other information you consider important in describing the purpose and operation of the program account. (8)

GRANT FOR STRENGTHENING CITIZEN PARTICIPATION

IN MODEL NEIGHBORHOODS

I. BACKGROUND

This is a proposal for a citizen training program. It is proposed to provide training for citizen participants who serve on the Model Cities Board and the Metro Corps Board in Gary, Indiana.

From the outset, Model Cities and O.E.O. legislation and administrative instructions made it very clear that there would be a heavy component of citizen participation both in planning and implementing the various programs developed by each agency. Model Cities and the Gary C.A.A. have taken this seriously. The first steps taken by each agency, even before the planning proposals were written, were to bring together representative groups of citizens in planning conferences and workshops. Metro Corps planning conferences were held during the spring and summer of 1968; the Model Cities planning took place during March of 1967.

One of the first steps taken after grants were awarded to Metro Corps and Model Cities was to hold elections for citizen representation on the respective boards. Elections for both boards were held during the summer of 1968. This led to creation of a Model Cities Board with 40 elected positions and 20 appointed positions by the Mayor. The Metro Corps Board has 17 elected and 13 appointed by the Mayor and nine organizational representatives. (See Appendixes A and B which outline the board structure).

II. MECHANISMS FOR COOPERATION BETWEEN FEDERAL PROGRAMS

A. A Ford Foundation grant awarded to the city administration has been used to establish an Office of Program Development and Coordination. One purpose of this office is to coordinate all federal programs. As a result the directors of Metro Corps and Model Cities attend weekly meetings that specifically focus on issues and problems of cooperation between the two programs. A second mechanism for coordination established by the Mayor's offices is the sub-cabinet committee on community development. The Metro Corps and Model Cities Directors both sit on the sub-cabinet.

These mechanisms have provided consistent linkages between the Metro Corps, the Model Cities programs and the Mayor.

As a result both agencies have exchanged staff, and have representation at each other's board meetings.

This has resulted in the elimination of programs that are duplicatory or are in conflict with each other.

B. The Neighborhood Action Institute, Inc.

The Neighborhood Action Institute was established to develop local community leadership through training. Funded by a $25,000 grant from the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE), NAI offers community and leadership training to the staffs and boards of Gary's federal programs. The NAI with a community based board and staff of four trainers, has as its primary objective to coordinate all training programs in the city. The NAI is under the administrative supervision of the Mayor's office.

During the past five months the Institute has provided training to both the Metro Corps and Model Cities agencies.

III. PURPOSE AND OBJECTIVES

A. The purpose of this proposal is to build the capacity through a series of training programs, of Model Cities residents to respond knowledgeably and effectively to the requirements of the Model Cities Program by establishing responsible neighborhood organizations so that it can assess its problems and can work effectively with city government and other local institutions in the planning, execution and evaluation of programs.

B. The Model Cities Administration and Metro Corps will join in this as part of an effort to build effective and coordinated community participation and to make available technical assistance to Model Neighborhood groups.

C. A process will be initiated which will assist the Model Cities Administration and Metro Corps to work toward a maximum integration of programs in the Model Cities area, and, if so determined, by the respective boards a consolidation of resident participation organizations covering the Model Neighborhood area could occur.

IV. GOALS

The goal of the Training Program is to contribute to more effective participation in the Model Cities Program for residents of the Gary Model Cities Target Area. Much concentration will also be given to facilitating the participation of the residents in all of the planning processes. These goals can be achieved by the attainment of the following objectives.

A. To enable the residents to become better informed about community organizational and leadership problems, needs, rights, and resources.

B. To help increase the skills and knowledges of the residents in leadership and organizational planning methods and programs, the inter-relationships of these problems and programs, and the problem-solving methods involved.

C. To help increase the skills and insights of the residents in the areas of communication, listening, intra-and-interpersonal feelings and relationships, values and motivations, decision-making, and intergroup dynamics and collaboration.

D. To develop the organizational, and more importantly, the leadership resources of the Gary Model Cities Target Area by enabling the Boards to be better informed, and by identifying and involving indigious leaders of the neighborhodd who are not now involved in the Model Cities Project.

E. To acquaint the Gary Model Cities Target Area residents with their legislative resources through the explanation of the Model Cities Legislation, starting from HUD to OEO in Washington to the local agency with mention of regional offices, where they are located and what role they play in terms of approval of funds and of grievances. The program will also increase the residents' knowledge of the local political and legislative process.

V. PROBLEMS

A. A lack of understanding of the purpose of the Model Cities Program. This will be corrected through the training provided by the program.

B. The duplication and overlapping caused from the Metro Corps and the Model Cities Boards serving the Model Cities Program as separate entities. Through the training provided by the Neighborhood Action Institute the boards will begin to act as a cohesive unit and begin to work toward effective solutions to the area's problems.

C. The lack of comprehensive planning in the program. We see this as a direct result of the fact that Metro Corps and Model Cities Boards act as separate entities. Hence, when the problem stated in B is solved, C will automatically be on the road to a solution.

VI. PARTICIPANTS

A. The number of persons eligible to participate in the program are 59 Metro Corps Board members and 60 Model Cities Resident Committee members. However, participation will initially be limited to only those living in the Model Cities Target area. **

B. The program will effectively provide participation for 100 percent of those people eligible.

** 20 of the 59 are from Neighborhood Action Councils.

C. The poor and target area residents will learn about and be recruited for the program through consultation and follow-up training before and after the residence weekend sessions. These workshops will be held with participation by the Model Cities and Metro Corps board members. These sessions will be primarily focused on issues of community organization and community problem solving.

D. The selection process for the participants will be based upon the neighborhood elections held by Metro Corps and Model Cities in 1968 and appointments by the Mayor to both boards. These elections were the basis for obtaining citizen representation on the respective boards. All participants will be from the target area.

VII. PROGRAM

A. The work program will consist of a series training consulting endeavor focused around three separate-but-related 20 hour weekend workshops, preceded and followed up by neighborhood and group consultation (See Exhibit A).

The first and third workshops will be in a residency setting in September 1969 and March 1970, and the middle workshop would be held in or near the Model Cities Target Area in December, 1969.

The first workshop could be for problem identification and analysis. The second workshop would be aimed at problem solving and the third would be directed to strategy planning and development of an Action Plan. This decision will be left to the Training-Planning Committee.

B. Major steps to carry out the work program will be the formation of the Training-Planning Committee to assist the Applicant Agency in planning, implementation and evaluation of the Training Program. All members of this committee will be residents of the Model Cities Target Area.

C. The strengths of the current programs are strong community representation produced by the neighborhood elections and a tremendous desire by the residents of the Metro Corps Target Area for the program to succeed.

The weaknesses are the lack of a unitified comprehensive attack on community problems by the programs and the lack of a real understanding by residents of the objectives of the program.

D. The changes proposed by this program are:

1. A unified approach to the problems of the target area.

2. Training to provide better knowledge of the programs.

3. Comprehensive follow-up and training which will lead toward an action program.

E. The participants would all be as a unit and move from one phase of the program to another together. When the action portion of the program is arrived at, its planning will be enhanced by their unity.

F. The follow-up activities to assist participants will be neighborhood workshops which will focus on community organization issues and be oriented toward community problem solving.

G. Members of the participants' families will be thoroughly involved in the program during its follow-up and consultation period where the issues confronting area residents will be discussed and problem solving action planned.

H. The facilities needed will be meeting places for residents during the consultation and follow-up period and resident settings where the first and third workshops will be held. The meeting places for follow-up are located in the target area. The residence locations could be within or outside of the city. This decision will be that of the Training-Planning Committee.

I. Transportation required is a bus to be used to transport residents to and from the consultation and follow-up session as well as transportation to and from the residency workshops.

J. Major equipment needs for program operation are visual aid machines, i.e. movie projector and an overhead projector, tape recorder, as well as paper for reproducing machine. The N.A.I. has a reproducing machine, but for this program funds are being sought to provide the necessary paper for its operation.

K. Problem in carrying out the program will be the solicitation and training of staff. However, this can be accomplished by consultants from the Scholarship, Education and Defense Fund for Racial Equality. SEDFRE is a non-profit training organization which sponsors the Neighborhood Action Institute.

L. The program would be expanded or reduced by the intensity of the consultation and training preceding and succeeding the workshops. The program now provides for bi-monthly training sessions within the target area. With a reduction of funds these sessions would only be held monthly, because of a lack of staff resources. If the program budget is expanded these sessions would be increased to weekly sessions.

VIII. PROCEDURE

The applicant agency is Metro Corps, Inc. A Training-Planning Committee composed of equal representation from the Model Cities Agency and the Metro Corps Agency will be formed. All members of this committee will be residents of the MOdel Cities target area. Staff will be ex-officio.

The Training-Planning Committee is for the purpose of assisting the Applicant Agency in the overall planning, implementation and evaluation of the training program. Authority to hire and fire staff will be that of the Applicant Agency, but based on recommendations of the Training-Planning Committee. Funds for this program will be lodged with the Applicant Agency, but subcontracted to the Neighborhood Action Institute. N.A.I. staff under coordination of the Training-Planning Committee will provide and administer all the training. Supervision of the project staff will be provided by the Director of the N.A.I.

IX. RESIDENT PARTICIPATION

A. The policy advisory group of the program - the Training-Planning Committee, is set up to assist the Applicant Agency - Metro Corps, Inc. in the overall planning, implementation and evaluation of the training program. This committee will also be in the position of making recommendations on the hiring and firing of staff to the C.A.A.

B. The members of the Training-Planning Committee are selected by the residents of the Model Cities area once per year. Moreover, these members themselves are residents. These residents will be selected by the Model Cities and Metro Corp Boards. Five from each board will be selected.

C. The ideas of the poor and target area residents have been fully included in the work program since they themselves make up the Planning Committee.

D. The influence that the poor and the target area residents on the program in action will be quite direct, since they themselves will, in essence, be directing it.

E. The assistance given target area residents to express their needs will be follow-up training and consultation provided by the neighborhood action. These workshops will be held preceding and following each of the three large workshops and will provide a vehicle for comprehensive resident involvement.

X. ADMINISTRATION

A. The training portion of the program was delegated to the N.A.I., because the Institute is the vehicle within the City of Gary to provide leadership development training.

The Institute will also provide staff training.

B. The procedure for advertisement for, recruitment and selection of staff will be done by the Training-Planning Committee in conjunction with the N.A.I. which provides Leadership Development Training to community groups in the target area.

C. Non-professionals will be employed as community organizers and trainers.

D. Non-professionals will be given opportunities to become full time trainers in other programs operating in the city. Special emphasis will be given to employing non-professionals in the Model Cities program.

E. Volunteers will be used as liaison with the community, organizers and trainers.

F. Consultant assistance needed will be trainers from the National Training Laboratory (NTL and SEDFRE) who would provide techincal assistance to the N.A.I. in consultation and follow-up training.

G. Staff training will be done on a consultant basis by the Scholarship, Education and Defense Fund for Racial Equality. SEDFRE will, in conjunction with N.A.I., develop a staff development program to train staff for the program.

XI. COORDINATION

A. In addition to the C.A.A., the Model Cities Program, the N.A.I., Concentrated Employment Program, N.Y.C., and Settlement House programs offer services in the target area.

B. Linkages and liaison has been established through the community action councils to all of the above mentioned programs. In addition the Mayor's office has developed mechanisms for coordination.

C. New methods for community problem solving, planning and training will be developed to deal with poverty problems.

EVALUATION

Evaluation will be on-going. Each workshop will be evaluated by the consultants, and based on the evaluation the program will be refined.

XII. ADDITIONAL COMMENTS

Prior to submission of this grant coordination between those citizens involved in the Model Cities and Metro Corp programs was quite limited. In order to obtain Board concurrence from both boards, for this program, the following steps were taken:

1. The Model Cities, Metro Corp, and Neighborhood Action Institute directors were informed of the program.

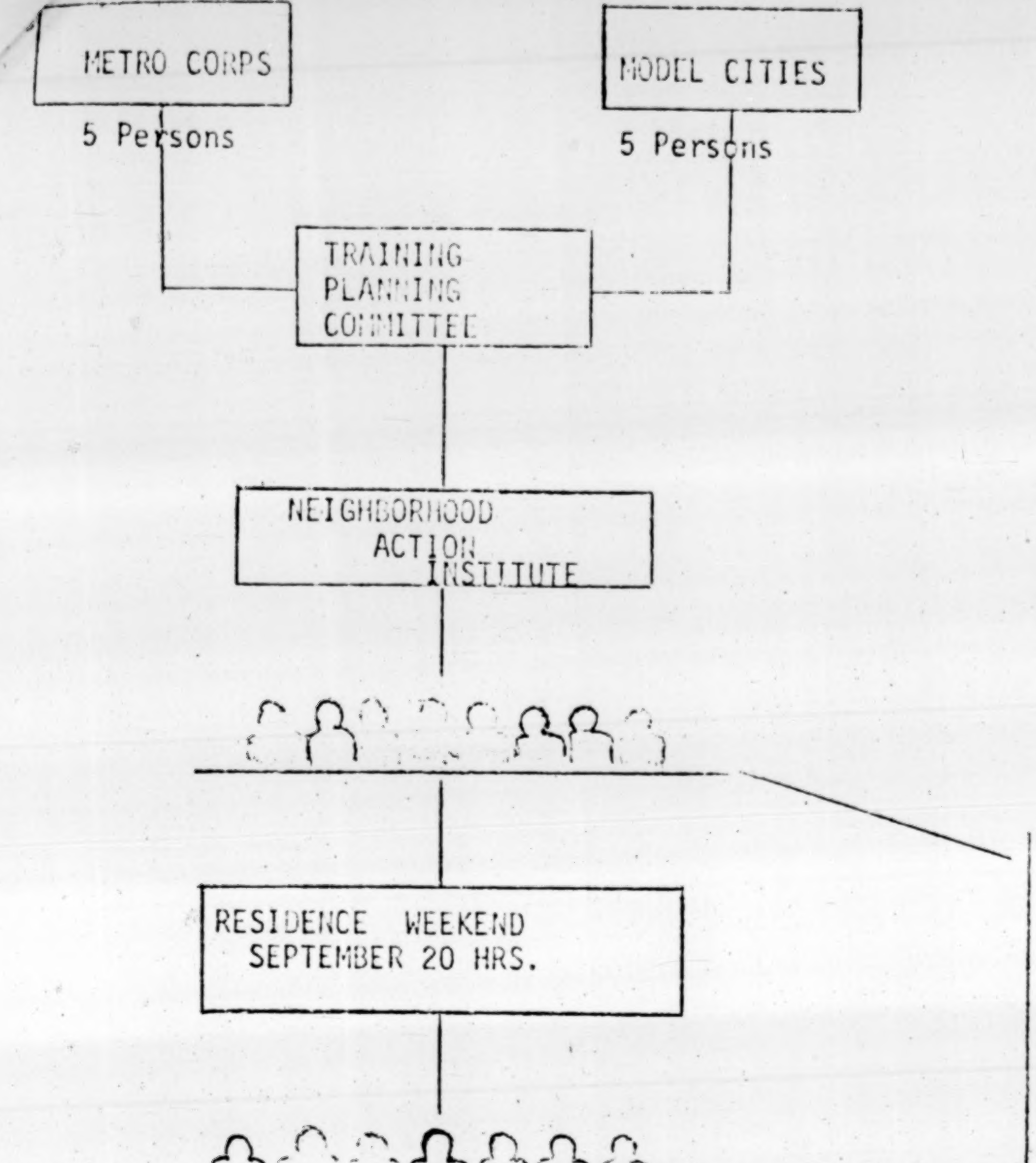
2. The Mayor was informed of the program.

3. Each Board was informed.

4. A meeting was held which sought agreement from all interested parties.

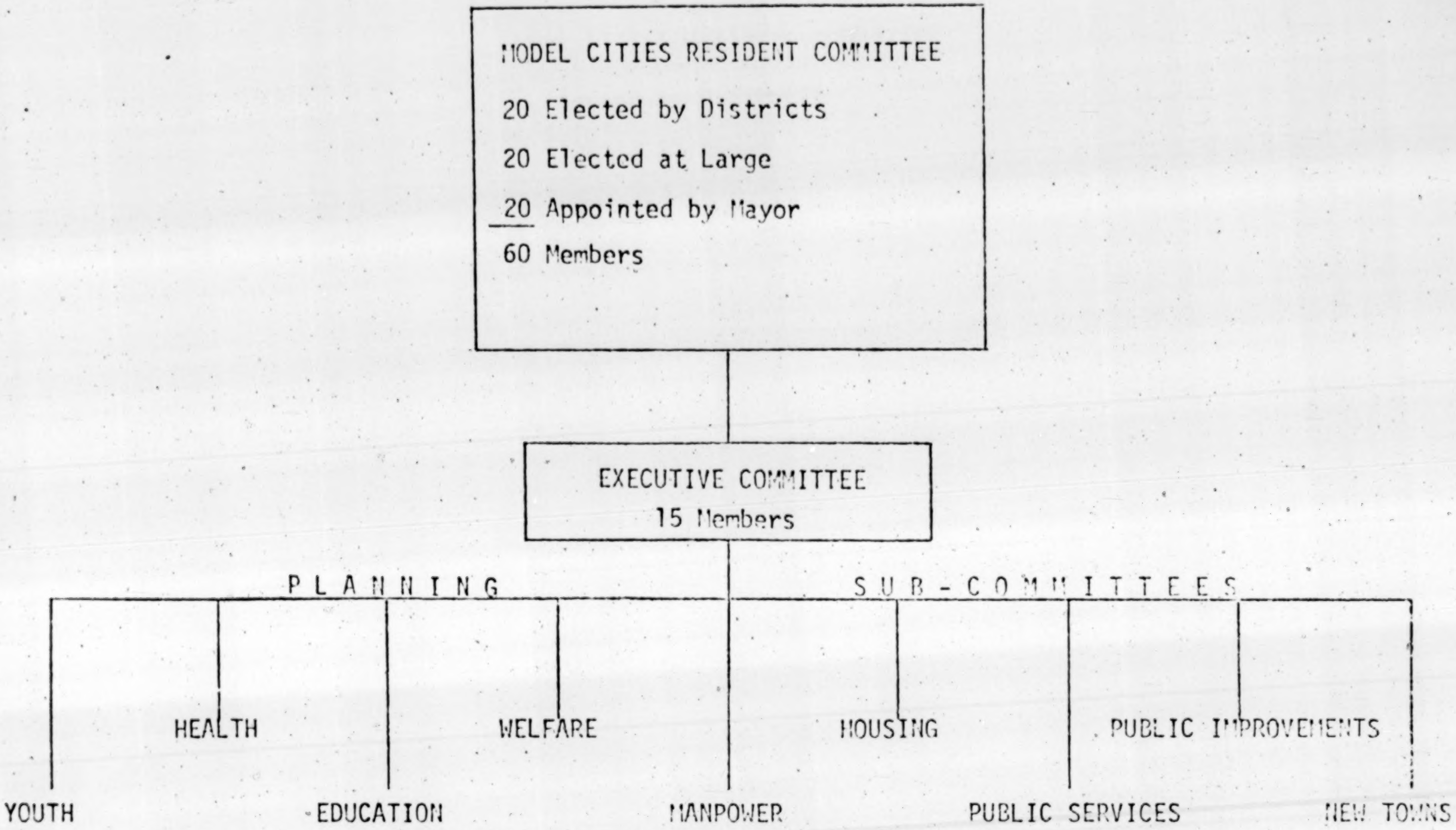
5. Board committees met, made program imputs and agreed to develop the program.

EXHIBIT A


METRO CORPS
5 Persons
MODEL CITIES
5 Persons
TRAINING PLANNING COMMITTEE
NEIGHBORHOOD ACTION INSTITUTE
RESIDENCE WEEKEND SEPTEMBER 20 HRS.
RESIDENCE WEEKEND DECEMBER 20 HRS.
RESIDENCE WEEKEND MARCH 20 HRS.

Consultation and follow up training with participating groups. Focus on Community Organizations and Community Problem solving and on going evaluation.

A


MODEL CITIES RESIDENT COMMITTEE
20 Elected by Districts
20 Elected at Large
20 Appointed by Mayor
60 Members
EXECUTIVE COMMITTEE
15 Members
PLANNING
SUB-COMMITTEES
YOUTH
HEALTH
EDUCATION
WELFARE
MANPOWER
HOUSING
PUBLIC SERVICES
PUBLIC IMPROVEMENTS
NEW TOWNS

MAYOR'S REPRESENTATIVES

Mayor	11. Building Dept.
Mayor's Ex Secy	12. Police Garage
Planning Comm.	13. Model Cities
Gary Civil Def.	
Comptroller	
General Services	
Youth Commission	
Youth Commission	
Fire Department	
). City Attorney's	

ELECTED REPRESENTATIVES OF THE POOR

1. Area "A" Roosevelt	11. Area "G" Downtown East
2. Area "A" Roosevelt	12. Area "H" Brunswick
3. Area "B" Midtown West	13. Area "I" Glen Park
4. Area "B" Midtown West	14. Sr. Citizen at Large
5. Area "B" Midtown West	15. Youth at Large
6. Area "C" Tolleston-Ivanhoe	16. Youth at Large
7. Area "C" Tolleston-Ivanhoe	17. Youth at Large
8. Area "D" Midtown East	
9. Area "E" Miller-Aetna	
10. Area "F" Downtown West	

ORGANIZATIONAL REPRESENTATIVES

1. Ministerial Fellowship
2. Medical Society
3. Urban League
4. ICCO
5. [illegible] Mothers
6. U.S. Steel
7. AFL-CIO
8. League of Women Voters
9. Tolleston Com. Council

B

METRO CORPS BOARD OF DIRECTORS

1/3 Mayor Appointments 13 Representatives	17 Rep. of the Poor	9 Org. Rep.

BOARD COMMITTEES

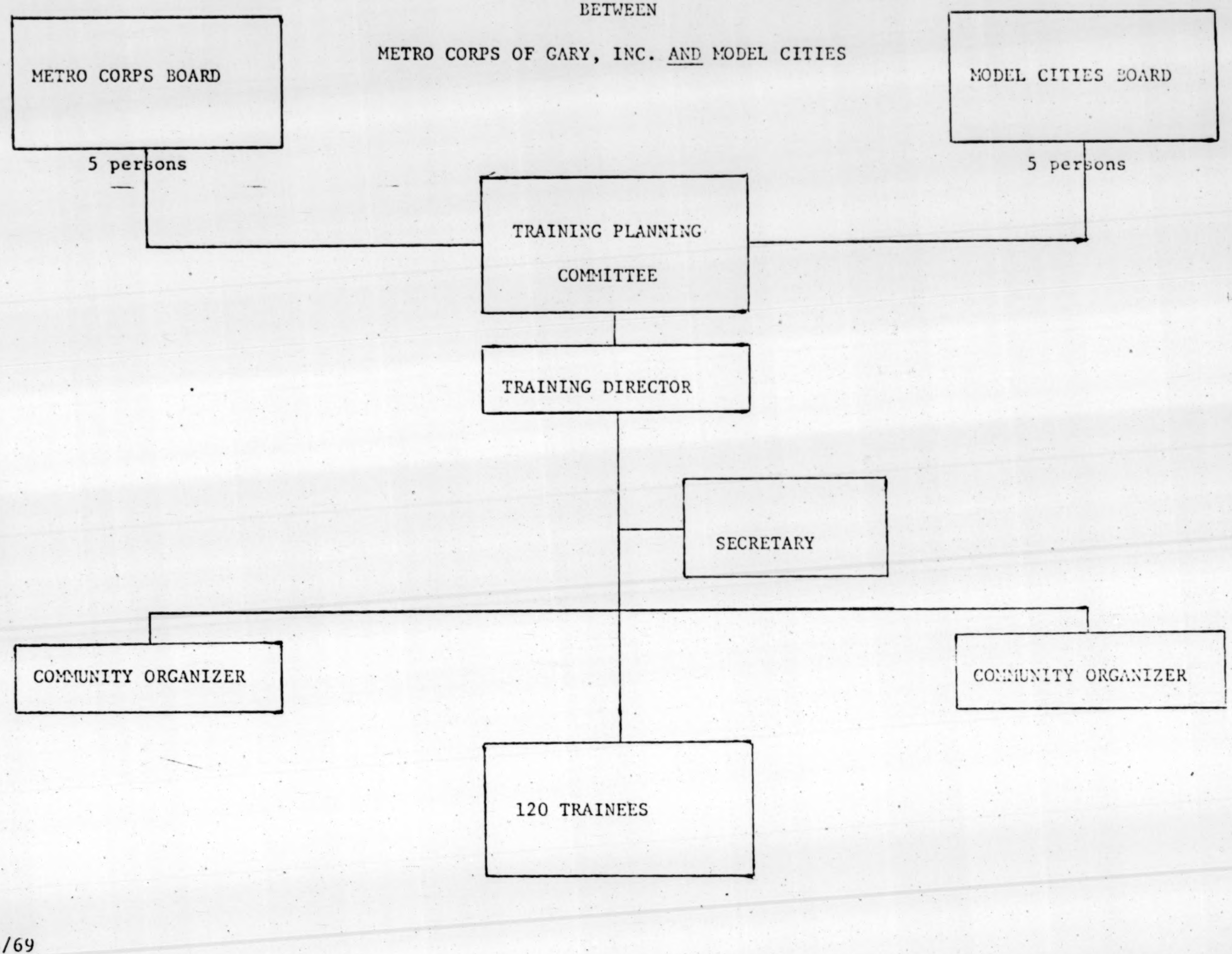
EXECUTIVE	PROG. DEV.	FINANCE	PERSONNEL	COM. RELATIONS	BD. DEVELOPMENT	BY LAWS
1 Org. Rep.	2 Org. Rep.	1 Org. Rep.	0 - Org. Rep.	[illegible] Org. Rep.	1 Org. Rep.	3 Org. Rep.
7 elected rep. of poor (inc. at lge)	4 elected rep. of poor (inc. at lge)	3 elected rep. of poor (inc.at lge)	4 elected rep. of poor (inc. at lge)	3 elected rep. of poor (inc. at lge)	4 elected rep. of poor (inc. at lge)	2 elected rep. of poor (inc. at lge)
3 Public Officials (inc. mayor)	1 Public Official	3 Public Officials	3 Public Officials	1 Public Official	2 Public Officials	2 Public Officials

TABLE OF ORGANIZATION

COOPERATIVE TECHNICAL ASSISTANCE TRAINING PROGRAM

BETWEEN

METRO CORPS OF GARY, INC. AND MODEL CITIES


METRO CORPS BOARD
MODEL CITIES BOARD
5 persons
5 persons
TRAINING PLANNING COMMITTEE
TRAINING DIRECTOR
SECRETARY
COMMUNITY ORGANIZER
COMMUNITY ORGANIZER
120 TRAINEES

4/69

JOB DESCRIPTIONS

JOB TITLE: Training Director SALARY: $12,000 per year

DUTIES AND RESPONSIBILITIES

To direct, coordinate and assist in the evaluation of the training program to strengthen the citizen participation in the Model Neighborhood. He shall be responsible for carrying out the policies of the Training-Planning Committee and with consultant plan and implement a training design. Further, he shall supervise and coordinate the activities of the Community Organizer.

MINIMUM QUALIFICATIONS

Recent experience in a responsible administrative capacity, recent experience in the planning, developing and the implementing of community training programs.

EDUCATION

Graduation from an accredited college with a major in Community Development, Social Welfare Education, or related fields. However, in lieu of a college degree the applicant may have had participated in special courses dealing with community training or have extensive programmatic, administrative and practical experience in community training and/or related programs.

KNOWLEDGE AND ABILITIES

Thorough knowledge of the administration, objectives and methods of training programs, personnel administration and the problems which call for the use of public and private community resources.

Ability to: guide, direct, and coordinate the efforts of others; interpret programs and problems to the residents of the community; speak and write effectively and to prepare clear, complete and concise reports.

SELECTION PROCEUDRES

Applications will be reviewed by the Training-Planning Committee, which will interview those persons meeting the requirements. Final selection will be the responsibility of the Training-Planning Committee.

JOB DESCRIPTIONS

JOB TITLE: Community Organizer SALARY: $8,000 per year

DUTIES AND RESPONSIBILITIES

The Community Organizer, under the direction of the Training-Planning Committee Director, will assist in the implementation of the goals of the coordinated training program for members of the Board of Directors of Metro Corps and Model Cities Agency. He will be charged with being cogitative of this program for the purpose of being informed of the progress of the committee in the training process and by consulting with the staff of the Neighborhood Action Institute. He will aid in special projects which will require Community research. He must, under the Director's guidance, assist in establishing priorities of community issues identified by the committee as a result of their training. The Community Organizer will arrange schedules, transportation and finalize arrangements for meetings, workshops, or committee projects as directed.

KNOWLEDGE AND ABILITIES

An acceptable knowledge of objectives and methods of community organization work; community resources adaptable to development of a training program aimed at increasing the understanding residents of community problems.

An ability to deal effectively and constructively with residents, social welfare and community groups; to be able to interpret to trainees information relating to their needs and write reports in a clear and understanding manner.

MINIMUM QUALIFICATIONS

Varied experience in the field of Community organization, social welfare, public health, education counseling, administration and planning of welfare related programs, employment, security, public administration or related fields.

EDUCATION

No specific academic requirements, but must have demonstrated a basic understanding and sensitivity to the problems of the community.

JOB DESCRIPTIONS

JOB TITLE: Secretary SALARY: $5,000 per year

DUTIES AND RESPONSIBILITIES

Under the general direction of the Training Director, will perform all clerical duties, interpret policies and administer policies and perform such other work as the Director may require.

MINIMUM QUALIFICATIONS

One year of broad clerical experience or equivalent education. One year of acceptable post-high school training may be substituted for one year of experience.

STENOGRAPHIC AND TYPING SKILLS

Take dictation at a rate of 60 words per minute.
Type at a rate of 60 words per minute.

KNOWLEDGE AND ABILITIES

Knowledge of the functions and basic clerical operations of an administrative office; modern methods and practices including filing systems, business correspondence, receptionist techniques, report writing, correct English usage, grammar, spelling, vocabulary and punctuation.

CHECKPOINT PROCEDURE FOR COORDINATION BETWEEN CAP AND OTHER ANTI-POVERTY ACTIVITIES

Budget Bureau No. 116-R017
Approval expires December 31, 1969
(THIS SPACE FOR OEO USE.)

The community action agency named below plans to apply to OEO for financial assistance under Title II or III-B of the Economic Opportunity Act of 1964, as amended, to carry out community action projects that may concern your office, agency, or institution. The activity that the community action agency plans to undertake is described in Section I, below. In order to assure that this activity is coordinated with your own programs or concerns, you are requested to complete Sections II and III of this form.

OEO requires the community action agency to allow each office, agency, or institution to which this form *(CAP Form 46)* is sent, a minimum of 15 days from receipt of the form to complete it and return it to the community action agency. If you are unable to respond fully to the request within this time period, you may either request additional time from the community action agency or, if its schedule will not permit an extension, you may return the form with a notation explaining why you were unable to complete it.

The checkpoint procedure is not designed to require concurrence in proposed community action activities by all potentially concerned local officials, agencies, or institutions. Where there has been prior consultation, and where no valid arguments have been advanced against a proposal, OEO will consider it on its merits. What OEO does require of a community action agency is that it provide a meaningful opportunity for affected local or State agencies to express their concerns.

SECTION I. APPLICANT AGENCY AND PROPOSED ACTIVITY

1. NAME OF COMMUNITY ACTION AGENCY: METRO CORPS OF GARY, INC.
2. DATE THIS FORM PREPARED: April 29, 1969
3. ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
1100 Massachusetts	Gary	Lake	Indiana	46407

4. NAME AND TITLE OF STAFF DIRECTOR: Gary Stewart, Executive Director
5. TELEPHONE NO. *(Include Area Code)*: (219) 886-3155
6. BRIEF DESCRIPTION OF PROPOSED COMMUNITY ACTION PROJECT(S):

7. TOTAL ESTIMATED COST OF PROPOSED ACTIVITY:
8. NON-FEDERAL SHARE:
9. FEDERAL SHARE:

SECTION II. OFFICIAL OR AGENCY RESPONDING TO FORM

10. TITLE OF OFFICIAL OR AGENCY RESPONDING: Director, Model Cities, William Staehle
11. DATE OF RESPONSE:
12. ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
401 Broadway	Gary	Lake	Indiana	46402

13. TYPED NAME AND TITLE OF INDIVIDUAL COMPLETING THIS FORM: William Staehle, Director
Model Cities Agency
14. SIGNATURE: William Staehle
15. TELEPHONE NO. *(Include Area Code)*: (219) 886-2461

SECTION III. COMMENTS ON PROPOSED ACTIVITY

16. WERE YOU, OR WAS YOUR AGENCY, CONSULTED IN THE PLANNING OF THE PROPOSED COMMUNITY ACTION PROJECT(S) DESCRIBED IN SECTION I, ABOVE?

☒ YES ☐ NO ☐ OTHER *(Describe)*

17. WILL THE PROPOSED PROJECT(S) COMPLEMENT AND BE COORDINATED WITH YOUR CURRENT AND PLANNED EFFORTS TO ELIMINATE POVERTY?

☒ YES ☐ NO ☐ OTHER *(Describe)*

18. DO YOU, OR DOES YOUR AGENCY, RECOMMEND THAT THE PROPOSED PROJECT(S) BE APPROVED BY OEO?

☒ YES ☐ NO ☐ OTHER *(Describe)*

CHECKPOINT PROCEDURE FOR COORDINATION BETWEEN CAP AND OTHER ANTI-POVERTY ACTIVITIES	Budget Bureau No. 116-R017 Approval expires December 31, 1969 (THIS SPACE FOR OEO USE)

The community action agency named below plans to apply to OEO for financial assistance under Title II or III-B of the Economic Opportunity Act of 1964, as amended, to carry out community action projects that may concern your office, agency, or institution. The activity that the community action agency plans to undertake is described in Section I, below. In order to assure that this activity is coordinated with your own program or concerns, you are requested to complete Sections II and III of this form.

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SECTION I. APPLICANT AGENCY AND PROPOSED ACTIVITY

1. NAME OF COMMUNITY ACTION AGENCY METRO CORPS OF GARY, INC.			2. DATE THIS FORM PREPARED April 29, 1969	
3. ADDRESS				
NO. AND STREET 1100 Massachusetts St.	CITY Gary	COUNTY Lake	STATE Indiana	ZIP CODE 46407
4. NAME AND TITLE OF STAFF DIRECTOR Gary Stewart, Executive Director				5. TELEPHONE NO. *(Include Area Code)* (219) 886-3155
6. BRIEF DESCRIPTION OF PROPOSED COMMUNITY ACTION PROJECT(S)				
7. TOTAL ESTIMATED COST OF PROPOSED ACTIVITY	8. NON-FEDERAL SHARE		9. FEDERAL SHARE	

SECTION II. OFFICIAL OR AGENCY RESPONDING TO FORM

10. TITLE OF OFFICIAL OR AGENCY RESPONDING Director, Metro Corps of Gary, Inc.			11. DATE OF RESPONSE	
12. ADDRESS				
NO. AND STREET 1100 Massachusetts St.	CITY Gary	COUNTY Lake	STATE Indiana	ZIP CODE 46407
13. TYPED NAME AND TITLE OF INDIVIDUAL COMPLETING THIS FORM Gary Stewart, Executive Director Metro Corps of Gary, Inc.	14. SIGNATURE Gary Stewart			15. TELEPHONE NO. *(Include Area Code)* (219) 886-3155

SECTION III. COMMENTS ON PROPOSED ACTIVITY

16. WERE YOU, OR WAS YOUR AGENCY, CONSULTED IN THE PLANNING OF THE PROPOSED COMMUNITY ACTION PROJECT(S) DESCRIBED IN SECTION I, ABOVE?

☒ YES ☐ NO ☐ OTHER *(Describe)*

17. WILL THE PROPOSED PROJECT(S) COMPLEMENT AND BE COORDINATED WITH YOUR CURRENT AND PLANNED EFFORTS TO ELIMINATE POVERTY?

☒ YES ☐ NO ☐ OTHER *(Describe)*

18. DO YOU, OR DOES YOUR AGENCY, RECOMMEND THAT THE PROPOSED PROJECT(S) BE APPROVED BY OEO?

☒ YES ☐ NO ☐ OTHER *(Describe)*

CHECKPOINT PROCEDURE FOR COORDINATION OF CAP ACTIVITIES WITH STATE ECONOMIC OPPORTUNITY OFFICE ACTIVITIES

Budget Bureau No. 116-R0115
Approval expires [illegible] 1971

(THIS SPACE FOR OEO USE.)

The Community Action Agency, or other applicant named below, plans to apply to OEO for financial assistance under Section 221, 222, or 232, of Title II of the Economic Opportunity Act of 1964, as amended. The activity that the applicant plans to undertake is described in Section I, below. In order to assure that this activity is coordinated with other programs and concerns, and with other anti-poverty activities within the State, you are requested to complete Sections II and III of this form.

OEO requires the applicant to allow the State Economic Opportunity Office a minimum of 15 days from receipt of this form *(CAP Form 77)*, to complete it and return it. If you are unable to respond fully to the request within this time period, you may either request additional time from the applicant or, if its schedule will not permit an extension, you may return the form with a notation explaining why you were unable to complete it.

This Checkpoint Procedure is not designed to require concurrence in proposed Community Action activities by the State Economic Opportunity Office. What OEO does require is that the applicant provide a meaningful opportunity for the State Economic Opportunity Office to express its concerns and to review the plans for Community Action activities within the State in order to better coordinate such activities with those of other State agencies.

In addition to this form, the State Economic Opportunity Office will receive a copy of the applicant's formal application simultaneously with its submission to the OEO Regional or OEO Project Office, and will be able to make further comments and suggested revisions at that time.

State sign-off on this form is not a waiver of the Governor's authority under Section 242 of the EO Act.

SECTION I. APPLICANT AGENCY AND PROPOSED ACTIVITIES

1. NAME OF APPLICANT: Metro Corps of Gary, Inc.
2. DATE THIS FORM FORWARDED TO SEOO: 4-30-69

3. ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
1100 Massachusetts St.	Gary	Lake	Indiana	46407

4. NAME AND TITLE OF STAFF DIRECTOR: Gary Stewart: Executive Director
5. TELEPHONE NO. *(Include Area Code)*: 219-886-3155

6. COMMUNITIES TO BE INCLUDED IN PROPOSED COMMUNITY ACTION PROJECT*(S)*:

Gary, Indiana

7. BRIEF DESCRIPTION OF PROPOSED COMMUNITY ACTION PROJECT*(S)*:

A joint resident participation program between the Delegate CAA and The City Demonstration agency of the City of Gary. Aimed at upgrading and improving the quality and uniformity of participating Model Cities residents.

CAP FORM 77 MAY 68

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET *(Please type or print clearly)*

Form Approved.
Budget Bureau No. 116-R0156

1. APPLICANT AGENCY: METRO CORPS OF GARY, INC.
2. DATE SUBMITTED:
3. PROGRAM YEAR: D
END DATE: 1/31/70
4. GRANT NO.:

5. PROGRAM ACCOUNT
a. NUMBER: 03
b. NAME: COOPERATIVE TECHNICAL ASSISTANCE TRAINING PROGRAM
c. BEGINNING DATE:
d. END DATE: 1/31/70

6. SUBMITTED AS PART OF *(check one)*:
a. ☒ FUNDING REQUEST b. ☐ AMENDMENT REQUEST *(If this item is checked, attach CAP Form 25b, "Justification for P.A. Amend.")*

SECTION I. BUDGET SUMMARY

COST CAT. NO. (1)	COST CATEGORY (2)	APPROVED PY: TOTAL PROGRAM (3)	APPROVED PY: NO. MOS. (4)	REQUESTED PROGRAM YEAR: TOTAL PROGRAM (5)	REQUESTED PROGRAM YEAR: FEDERAL SHARE (6)	REQUESTED PROGRAM YEAR: NON-FEDERAL SHARE (7)	REQUESTED PROGRAM YEAR: NO. MOS. (8)	REQUESTED PROGRAM YEAR + 1, FULL-YEAR: TOTAL PROGRAM (9)	FULL-YEAR: NO. MOS. (10)	EXPANDED: TOTAL PROGRAM (11)	EXPANDED: NO. MOS. (12)	REQUESTED PY + 2, EXPANDED: TOTAL PROGRAM (13)	EXPANDED: NO. MOS. (14)
1.	PERSONNEL COSTS			76,580	65,640	10,940							
1.1	SALARIES AND WAGES			62,680	51,740	10,940							
1.2	FRINGE BENEFITS *(Employer's share only)*			3,100	3,100								
1.3	CONSULTANTS AND CONTRACT SERVICES			10,800	10,800								
2.	NONPERSONNEL COSTS			15,577	7,917	7,660							
2.1	TRAVEL			900	600	300							
2.2	SPACE COSTS AND RENTALS			8,100	2,160	5,940							
2.3	CONSUMABLE SUPPLIES			900	900								
2.4	RENTAL, LEASE, PURCHASE OF EQUIPMENT			3,277	3,277								
2.5	OTHER COSTS			2,400	980	1,420							
	TOTAL COSTS			92,157	73,557	18,600							
	FEDERAL SHARE			73,557									
	NON-FEDERAL SHARE			18,600									

CAP FORM 25 (REV. AUG 68) REPLACES CAP FORMS 23, APR 68 AND 25, FEB 66 WHICH ARE OBSOLETE.

** Model Cities Cash Contribution $15,000

PAGE 1 OF PAGES

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET *(Please type or print clearly)*

Form Approved.
Budget Bureau No. 116-R0158

1. APPLICANT AGENCY: METRO CORPS OF GARY, INC.
2. DATE SUBMITTED:
3. PROGRAM YEAR: D
END DATE: 1/31/70
4. GRANT NO.:

5. PROGRAM ACCOUNT
a. NUMBER: 03
b. NAME: COOPERATIVE TECHNICAL ASSISTANCE TRAINING PROGRAM
c. BEGINNING DATE:
d. END DATE: 1/31/70

6. SUBMITTED AS PART OF *(check one)*:
a. ☒ FUNDING REQUEST
b. ☐ AMENDMENT REQUEST *(If this item is checked, attach CAP Form 25b, "Justification for P.A. Amend."*

SECTION I. BUDGET SUMMARY

COST CAT. NO. (1)	COST CATEGORY (2)	APPROVED PY: TOTAL PROGRAM (3)	APPROVED PY: NO. MOS. (4)	REQUESTED PROGRAM YEAR: TOTAL PROGRAM (5)	REQUESTED PROGRAM YEAR: FEDERAL SHARE (6)	REQUESTED PROGRAM YEAR: NON-FEDERAL SHARE (7)	REQUESTED PROGRAM YEAR: NO. MOS. (8)	REQUESTED PROGRAM YEAR + 1 FULL-YEAR: TOTAL PROGRAM (9)	FULL-YEAR: NO. MOS. (10)	EXPANDED: TOTAL PROGRAM (11)	EXPANDED: NO. MOS. (12)	REQUESTED PY + 2 EXPANDED: TOTAL PROGRAM (13)	EXPANDED: NO. MOS. (14)
1.	PERSONNEL COSTS			76,580	65,640	10,940							
1.1	SALARIES AND WAGES			62,680	51,740	10,940							
1.2	FRINGE BENEFITS *(Employer's share only)*			3,100	3,100								
1.3	CONSULTANTS AND CONTRACT SERVICES			10,800	10,800								
2.	NONPERSONNEL COSTS			15,577	7,917	7,660							
2.1	TRAVEL			900	600	300							
2.2	SPACE COSTS AND RENTALS			8,100	2,160	5,940							
2.3	CONSUMABLE SUPPLIES			900	900								
2.4	RENTAL, LEASE, PURCHASE OF EQUIPMENT			3,277	3,277								
2.5	OTHER COSTS			2,400	980	1,420							
	TOTAL COSTS			92,157	73,557	18,600							
	FEDERAL SHARE			73,557									
	NON-FEDERAL SHARE			18,600									

CAP FORM 25 (REV. AUG 68) REPLACES CAP FORMS 23, APR 68 AND 25, FEB 66 WHICH ARE OBSOLETE.

** Model Cities Cash Contribution $15,000

PAGE 2 OF 2 PAGES

SECTION II. SALARIES AND WAGES *(Itemization of Cost Category No. 1.1)*

7. PAID PERSONNEL							8. VOLUNTEERS			
NO. PERSONS (1)	TITLE OR POSITION (2)	ANNUALIZED SALARY (3)	NO. OF MOS. (4)	% OF TIME (5)	FEDERAL SHARE (6)	NON-FEDERAL SHARE (7)	CATEGORY OF VOLUNTEER (8)	WAGE PER HOUR (9)	NO. OF HOURS (10)	NON-FEDERAL SHARE (11)
1	Training Director	12,000	12	100	12,000					
2	Community Organizers	7,000	12	100	11,660	2,340				
1	Secretary	5,000	12	100		5,000				
120	Stipends @ $2/hr. X						120 volunteers @$2/hr.			
	9 meetings	10,800			10,800		X 15 hrs = $30 hr. X			
120	Stipends @ $2/hr. X						120 = $3,600	$2	1,800	3,600
	9 meetings (out of town)									
	(3 days per meeting)	17,280			17,280					
	TOTALS, PAID PROFESSIONAL PERSONNEL				23,660	2,340				
	TOTALS, PAID NONPROFESSIONAL PERSONNEL				28,080	5,000				
	TOTALS, PAID PERSONNEL				51,740	7,340	TOTALS, VOLUNTEERS		1,800	3,600

CAP FORM 25 (REV. AUG 68)

PAGE 1 OF 4 PAGES

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET SUPPORT SHEET *(Please type or print clearly)*

Form Approved
Budget Bureau No. 116-R0150

1. APPLICANT AGENCY: METRO CORPS OF GARY, INC.
2. DATE SUBMITTED: 5/1/69
3. PROGRAM YEAR: 5
END DATE: 1/31/70
4. GRANT NO.:

5. PROGRAM ACCOUNT
a. NUMBER: 03
b. NAME: COOPERATIVE TECHNICAL ASSISTANCE TRAINING PROGRAM
c. BEGINNING:
d. ENDING: 1/31/70

6. BUDGET SUPPORT DATA

COST CATEGORY NO. (1)	DESCRIPTION OF ITEM AND BASIS FOR VALUATION (2)		AMOUNT OR VALUE OF ITEM: FEDERAL SHARE (3)	AMOUNT OR VALUE OF ITEM: NON-FEDERAL SHARE (4)
1.1	1 Training Director @ $12,000 per year		12,000	
	2 Community Organizers @ $7,000 per year		11,660	2,340
	1 Secretary @ $5,000 per year			5,000
	120 Stipends @$2/hr. X 9 meetings		10,800	
	120 Stipends @$2/hr. X 3 meetings (3 days per meeting--out of town)		17,280	
	120 Volunteers @$2/hr. X 15 hrs. = $30/hr. X 120 = $3,600			3,600
1.2	Fringe Benefits @ 10%			
	Social Security	4.8		
	Workmen's Compensation	1.0		
	Indiana Unemployment	2.7		
	Other	1.5	3,100	
1.3	Consultant and Contract Services			
	12 Trainers @ $100/day X 9 days		10,800	
	TOTALS CARRIED FORWARD FROM ATTACHED PAGES *(if any)*		7,917.00	7,660
	TOTALS		73,557.00	10,940

7. ☐ ADDITIONAL NARRATIVE STATEMENT IS ATTACHED

CAP FORM 25c (REV. AUG 68) REPLACES CAP FORM 23, DATED APR 68, WHICH IS OBSOLETE.

PAGE 2 OF 4 PAGES

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET SUPPORT SHEET *(Please type or print clearly)*

Form Approved
Budget Bureau No. 116-R0158

1. APPLICANT AGENCY METRO CORPS OF GARY, INC.	2. DATE SUBMITTED 5/1/69	3. PROGRAM YEAR D END DATE: 1/31/70	4. GRANT NO.

5. PROGRAM ACCOUNT

a. NUMBER 03	b. NAME COOPERATIVE TECHNICAL ASSISTANCE TRAINING PROGRAM	c. BEGINNING	d. ENDING 1/31/70

6. BUDGET SUPPORT DATA

COST CATE-GORY NO. (1)	DESCRIPTION OF ITEM AND BASIS FOR VALUATION (2)	AMOUNT OR VALUE OF ITEM: FEDERAL SHARE (3)	AMOUNT OR VALUE OF ITEM: NON-FEDERAL SHARE (4)
2.1	Travel: (Out of town)		
	3 Work Shops (Bus Rental @$300 per work shop)	600	300
2.2	Space Costs and Rentals:		
	Lodging and food for 120 trainees @$10/day X 9 days (out of town)	2,160	5,940
	TOTALS CARRIED FORWARD FROM ATTACHED PAGES *(if any)*	5,157.00	1.420
	TOTALS	7,917.00	7,660

7. ☐ ADDITIONAL NARRATIVE STATEMENT IS ATTACHED

CAP FORM 25a (REV. AUG 68) REPLACES CAP FORM 23, DATED APR 68, WHICH IS OBSOLETE.

PAGE 3 OF 4 PAGES

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET SUPPORT SHEET *(Please type or print clearly)*

Form Approved
Budget Bureau No. 116-R0158

1. APPLICANT AGENCY Metro Corps of Gary, Inc.
2. DATE SUBMITTED
3. PROGRAM YEAR D END DATE: 1-31-70
4. GRANT NO.

5. PROGRAM ACCOUNT

a. NUMBER 03
b. NAME Cooperative Technical Assistance Training Program
c. BEGINNING
d. ENDING 1-31-70

6. BUDGET SUPPORT DATA

COST CATEGORY NO. (1)	DESCRIPTION OF ITEM AND BASIS FOR VALUATION (2)	AMOUNT OR VALUE OF ITEM: FEDERAL SHARE (3)	NON-FEDERAL SHARE (4)
2.3	Consumable Supplies		
	4 Staff @ $75 and 120 trainees @ $5 per person	[illegible]	
2.4	Rental, Lease, Purchase of Equipment		
	1 Overhead Projector	250.00	
	1 16 MM Movie Projector @ $1500	1,500.00	
	1 Tape Recorder @ $250	250.00	
	1 Take up Reel @ $15	15.00	
	1 Projector Screen 50 x 50 @ $40	40.00	
	1 IBM Selectric Type Rental #723 @ $20 per month x 12 months	240.00	
	4 Executive Desks @ $85 each	260.00	
	2 Storage Cabinets @ $65 each	130.00	
	3 Executive Chairs @ $50 each	150.00	
	1 Secretary Posture Chair @ $60	60.00	
	4 Work Tables @ $33 each	132.00	
	TOTALS CARRIED FORWARD FROM ATTACHED PAGES *(if any)*	1,[illegible]	1,420
	TOTALS	5,157.00	1,420

7. ☐ ADDITIONAL NARRATIVE STATEMENT IS ATTACHED

CAP FORM 25a (REV. AUG 68) REPLACES CAP FORM 23, DATED APR 68, WHICH IS OBSOLETE.

PAGE 4 OF 4 PAGES

OFFICE OF ECONOMIC OPPORTUNITY • APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET SUPPORT SHEET *(Please type or print clearly)*

Form Approved: Budget Bureau No. 116-R0153

1. APPLICANT AGENCY: Metro Corps of Gary, Inc.
2. DATE SUBMITTED:
3. PROGRAM YEAR: D
END DATE: 1-31-70
4. GRANT NO.:

PROGRAM ACCOUNT

a. NUMBER: 03
b. NAME: Cooperative Technical Assistance Training Program
c. BEGINNING:
d. ENDING: 1-31-70

BUDGET SUPPORT DATA

COST CATEGORY NO. (1)	DESCRIPTION OF ITEM AND BASIS FOR VALUATION (2)	AMOUNT OR VALUE OF ITEM: FEDERAL SHARE (3)	AMOUNT OR VALUE OF ITEM: NON-FEDERAL SHARE (4)
2.4	Rental, Lease, Purchase of Equipment Continued:		
	Film Rental	250.00	
.5	Other Costs:		
	Beneficiary Costs - Babysitting allowance $1.25 per hour between each workshop x 120 people	98[illegible].00	1,420
	TOTALS CARRIED FORWARD FROM ATTACHED PAGES *(if any)*		
	TOTALS	1,[illegible]	1,420 00

☐ ADDITIONAL NARRATIVE STATEMENT IS ATTACHED

CAP FORM 25a (REV. AUG 68) REPLACES CAP FORM 23, DATED APR 68, WHICH IS OBSOLETE.

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PARTICIPANTS/EXPENDITURES PLAN *(Please type or print clearly)*

PAGE 1 OF 1 PAGES

Form Approved. Budget Bureau No. 116-R0152

1. APPLICANT AGENCY: METRO CORPS OF GARY, INC.
2. DATE SUBMITTED: 5/1/69
3. PROGRAM YEAR: D
END DATE: 1/31/70
4. GRANT NO.:
5. THIS PLAN SUBMITTED AS PART OF

a. ☒ FUNDING REQUEST b. ☐ AMENDMENT REQUEST c. ☐ PLAN ADJUSTMENT FOLLOWING OEO GRANT ACTION

P.A. NO.	PROGRAM ACCOUNT/ PROGRAM ACTIVITY	PLANNED PARTICIPANTS								PLANNED FEDERAL EXPENDITURES			
		REQUESTED PROGRAM YEAR					PY + 1		PY + 2	REQUESTED PROGRAM YEAR			
		1ST QTR.	2ND QTR.	3RD QTR.	4TH QTR.	PY TOTAL	FULL-YEAR	EX-PANDED	EX-PANDED	1ST QTR.	2ND QTR.	3RD QTR.	4TH QTR.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
03	Model Cities--Metro Corps	833	833	595	360	2621				29,190	29,490	[illegible]	[illegible]
	(Cooperative Technical Training Assistance Program)												

CAP FORM 83 AUG 68

PAGE 1 OF 1 PAGES

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PARTICIPANT CHARACTERISTICS PLAN *(Please type or print clearly)*

Form Approved.
Budget Bureau No. 116-R0151

1. APPLICANT AGENCY: METRO CORPS OF GARY, INC.
2. DATE SUBMITTED: 5/1/69
3. PROGRAM YEAR: D
END DATE: 1/31/70
4. GRANT NO.:

5. THIS PLAN SUBMITTED AS PART OF:

a. ☒ FUNDING REQUEST b. ☐ AMENDMENT REQUEST c. ☐ PLAN ADJUSTMENT FOLLOWING OEO GRANT ACTION

PARTICIPANT CHARACTERISTICS	P.A. NO. 03 NAME: Cooperative Tech. Assistance Training Program		P.A. NO. NAME:		P.A. NO. NAME:		P.A. NO. NAME:		P.A. NO. NAME:		P.A. NO. NAME:	
(1)	NUMBER (2)	% (3)	NUMBER (4)	% (5)	NUMBER (6)	% (7)	NUMBER (8)	% (9)	NUMBER (10)	% (11)	NUMBER (12)	% (13)
1. TOTAL PARTICIPANTS	120	100%		100%		100%		100%		100%		100%
a. AGE RANGE												
(1) 0-5												
(2) 6-15												
(3) 16-21	9											
(4) 22-44	83											
(5) 45-54	22											
(6) 55-64	6											
(7) 65 AND OVER	1											
b. FAMILY INCOME												
(1) ABOVE POVERTY LINE	44											
(2) BELOW POVERTY LINE												
(a) $1-499 BELOW	66											
(b) $500-1,499 BELOW	10											
(c) $1,500 OR MORE BELOW												
c. SEX												
(1) MALE	55											
(2) FEMALE	65											
d. RACIAL/ETHNIC GROUPS												
(1) CAUCASIAN												
(a) MEXICAN-AMERICAN	2											
(b) PUERTO RICAN	1											
(c) OTHER CAUCASIAN	17											
(2) NEGRO	100											
(3) AMERICAN INDIAN												
(4) ORIENTAL												
(5) OTHER												
2. PARTICIPANTS IN FAMILIES RECEIVING WELFARE PAYMENTS	5											
3. PARTICIPANTS WHO ARE HEADS OF HOUSEHOLDS	52											

CAP FORM 84 AUG 68

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

ADMINISTERING AGENCY FUNDING ESTIMATE

(Please type or print clearly)

PAGE 1 OF 1 PAGES

Form Approved.
Budget Bureau No. 116-R0148

1. APPLICANT AGENCY
METRO CORPS OF GARY, INC.

2. DATE SUBMITTED
5/1/69

3. PROGRAM YEAR D
END DATE: 1/31/70

4. GRANT NO.

5. THIS PLAN SUBMITTED AS PART OF
a. ☒ FUNDING REQUEST b. ☐ AMENDMENT REQUEST c. ☐ PLAN ADJUSTMENT FOLLOWING OEO GRANT ACTION

NAME OF ADMINISTERING AGENCY (1)	DEL. AGENCY BASIC INFORMATION FORM		ESTIMATED ADMINISTERING AGENCY FUNDS				P.A. NO. (8)	ESTIMATED PORTION OF PROGRAM ACCOUNT FUNDS	
			PRIOR PROGRAM YEAR		REQUESTED PROGRAM YEAR				
	ALREADY FILED (2)	ATTACHED (3)	FEDERAL SHARE (4)	NONFEDERAL SHARE (5)	FEDERAL SHARE (6)	NONFEDERAL SHARE (7)		FEDERAL SHARE (9)	NONFEDERAL SHARE (10)
Neighborhood Action Institute		XX	N/A	N/A	73,557	18,600	03	73,557	18,600

CAP FORM 85 AUG 68

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

April 16, 1969

Regional Office of O.E.O.
Chicago
Illinois

Attention: Mr. Bob Revard,
Model Cities Specialist

Dear Sir:

The Board of the Neighborhood Action Institute of SEDFRE wishes to state its intention to work closely with the Board and Staff of Gary Model Cities Agency and the Board of Metro Corps, Inc. in developing and administrating the training program citizen participation for target area residents.

It is our understanding that these two (2) agencies are applying for a grant for which to provide this training. This B oard will work closely with the Board and Staff of Model Cities and Metro Corps in developing this proposal.

The Neighborhood Action Institute of SEDFRE has conducted other training programs and is prepared to undertake administration of this program. We have worked closely with both Metro Corps and Model Cities in the past, therefore, we believe we can be of assistance in making this program a success.

There is an undeniable need for this type of training program and we feel that we could help the Model Cities Agency to work more effectively if this grant were approved.

Sincerely yours,

Jean Thurman

Jean Thurman,
Chairman

JT:cym

CITY OF GARY

RICHARD G. HATCHER
MAYOR

MODEL CITIES AGENCY

MUNICIPAL BUILDING - GARY, INDIANA 46402

WILLIAM L. STAEHLE
DIRECTOR

Regional Office of O.E.O.
Chicago
Illinois

Attention: Mr. Bob Revard,
Model Cities Specialist

Dear Mr. Revard:

The Board of Directors of Gary's Model Cities agency heartily concurs in the need for a proposed grant, submitted to you by Metro Corps, Inc. for the purpose of increasing the effectiveness of citizen participants in the Model Cities Program. Our experience in planning for Model Cities has proven to us how crucial it is to obtain the highest quality of indigenous leadership, and how necessary it is to provide opportunities for local leadership to improve itself.

We understand that Mayor Richard G. Hatcher has also concurred with the need for this application. In order to assure adequate citizen participation in the formulation of this program, it is my desire as President of the Model Cities Resident Committee and Board, to appoint members of our Board to work with the Metro Corps Board and the staffs of our two agencies to develop this proposal jointly.

The Board is of the opinion that the Neighborhood Action Institute, a functioning training agency, could administer the program.

Inter-agency relationships among various federal programs currently funded in Gary have run smoothly in past months, due to weekly meetings among agency heads. Based on this past experience, we believe the degree of cooperation necessary to run the program would definitely be forthcoming.

Thank you for your consideration of our request.

Sincerely,

James M. Thomas

METRO CORPS
OF GARY, INCORPORATED
1100 Massachusetts Street GARY, INDIANA 46402
PHONE 886-3155

April 28, 1969

Mr. Robert Revard
Model Cities Specialist OEO
623 South Wabash Avenue
Chicago, Illinois

Dear Mr. Revard:

The Board of Metro Corps, Inc., which is applying for a grant to provide training in citizen participation for target area residents, wishes to state its intention to work closely with the board and staff of Gary's Model Cities agency in developing and administering said proposal.

The process we will follow is to appoint members of our board and staff to work in concert with Model Cities board members and staff in developing the proposal.

It is our understanding that the Neighborhood Action Institute, a local agency which has conducted other training programs, is prepared to undertake administration of the program. We have worked closely both with the NAI and Model Cities in the past so that we believe we can generate the necessary cooperation to make the program a success.

Our board is convinced of the necessity for this program. We believe we would function more effectively in behalf of the community we serve should we receive the grant.

Sincerely,

Stanley A. Terry

(Rev.) Stanley A. Terry
President
Board of Directors

SAT
ce

RICHARD GORDON HATCHER
MAYOR

OFFICE OF THE MAYOR
GARY, INDIANA

April 28, 1969

Mr. Robert Revard
Model Cities Specialist OEO
623 South Wabash Avenue
Chicago, Illinois

Dear Mr. Revard:

I am writing to express my support of a proposal to be submitted to you by Metro Corps Inc. representing a grant to strengthen the quality of citizen participation in Gary's Model Cities neighborhood. It has come to my attention that the greatest need for citizen education appears to be among members of the citizen board, directly charged with setting policy for the Model Cities program and the board of Metro Corps.

We see the purposes of training for citizen participation to upgrade the competence of target area board members; increase their sensitivity to the physical and social needs of target area residents; and help resolve problems which inhibit planning at the Model Cities neighborhood. I also expect this program to improve coordination between the boards of Metro Corps and Model Cities.

We believe Gary has the capacity to initiate such a program, with the aid of the proposed grant, through the cooperation of the Neighborhood Action Institute, a local training agency established under the aegis of my office. NAI has had experience in developing similar training programs. I have been assured by the Executive Directors and board chairmen of the Model Cities agency and the CAA that they consider NAI the logical base from which to launch this program.

An additional factor contributing to Gary's ability to undertake a citizen participation program is the existence of our office of Program Development and Coordination which coordinates development of all federal programs and relates directly to the Mayor's office. Directors of federal programs have met weekly for the past five months and have worked closely on mutual problems. Thus precedents for joint programing are already established as well as the groundwork for a close working relationship.

The citizens of Gary will be deeply appreciative of whatever consideration you can give our proposal. I will be happy to discuss the proposal with you, at your convenience, and will be expectantly awaiting your decision on this most vital matter.

Sincerely,

Richard Gordon Hatcher
Mayor, City of Gary

RGH/sf

(Inc. Mayor)

METRO CORPS OF GARY, INC.

LEADERSHIP TRAINING WORK PROGRAM

ORIGINAL

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

Form Approved
Budget Bureau No. 116-R0157

PROGRAM ACCOUNT WORK PROGRAM

Community Action Agency: METRO CORPS OF GARY, INC.

Grant Number:

Program Account Title: LEADERSHIP TRAINING AND PROGRAM DEVELOPMENT

Program Account Number: 08

Project Title(s):

Program Year: D

End Date: January 31, 1970

	Page
I. PURPOSE:	
a. What problems will you deal with in the program account?	(1)
b. What are the objectives of the program account and what benefits should result from its operation?	(1-2)
c. Why do you believe these results can be achieved?	(2)
II. PARTICIPANTS:	
a. How many people are potentially eligible to take part in the program account?	(2)
b. What percentage of those eligible will participate?	(3)
c. How will the poor and target area residents learn about and be recruited for the program?	(3)
d. What are the selection criteria?	(3)
III. PROGRAM:	
a. What activities will be carried out in the work program?	(3-4-5
b. What major steps will be taken to carry out the work programs?	(5)
c. What are the strengths and weaknesses of your current program?	(5)
d. What changes are you proposing in this work program as compared with your current program?	(5)
e. How will participants in one activity be referred to other activities or programs?	(6)

PROGRAM ACCOUNT WORK PROGRAM

Program Account Title: Grant Number:

LEADERSHIP TRAINING AND PROGRAM DEVELOPMENT

	Page
f. What follow-up activities will assist participants upon completion of the program?	(6)
g. How will other members of the participant's family be involved in the program account or other programs?	(6)
h. What facilities are needed for the operation of the program and where are they located?	(6)
i. What transportation is required and how will it be provided?	(6)
j. What major new equipment is needed?	(6)
k. What problems do you foresee in carrying out the program?	(6)
l. How would you change the program under an expanded or reduced budget?	(7)
IV. RESIDENT PARTICIPATION	
a. What are the functions and responsibilities of policy advisory groups set up for the program?	(7)
b. How are members of policy advisory groups selected?	(7)
c. What ideas of the poor and target area residents have been included in the work program?	(7)
d. How will the poor and target area residents influence the program while it is being carried out?	(7)
e. What assistance will target area groups and neighborhood based organizations have to help them express their needs and interests related to the program and to administer programs directly?	(8)
V. ADMINISTRATION	
a. If all or portions of the program account are delegated, why did you decide to delegate?	(8)
b. How will you advertise for, recruit and select staff?	(8)

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT WORK PROGRAM

Program Account Title: Grant Number:

LEADERSHIP, TRAINING AND PROGRAM DEVELOPMENT

	Page
c. What functions once performed by professionals will be assigned to non-professional employees as a result of reassessment of professional job requirements?	(8)
d. How will non-professional employees be helped to advance to higher level positions within the program?	(8)
e. How will non-professional employees be helped to gain employment with agencies other than the CAA?	(8)
f. What volunteer services are required in the program?	(9)
g. How will volunteers be recruited?	(9)
h. What consultant or technical assistance will be needed?	(9)
i. What staff training will be provided?	(9)

VI. COORDINATION

a. Checkpoint procedures have been followed and forms are:

Attached /xx/ Not Attached / /

b. What other agencies in the community are dealing with problems related to the program account?	(9)
c. What arrangements do you have with these agencies to coordinate their programs with the activities of the program account?	(9)
d. How have you encouraged other agencies to provide or help finance activities of the program account?	(10)
e. What changes in approaches to poverty problems do you foresee as a result of the operation of the program account?	(10)

VII. EVALUATION

a. How will the effectiveness of the program be evaluated?	(10)
b. How will recommendations for improvement be put into effect?	(10)

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT WORK PROGRAM

Program Account Title: Grant Number:

LEADERSHIP TRAINING AND PROGRAM DEVELOPMENT

Page

VIII. ADDITIONAL COMMENTS

a. Provide other information you consider important in describing the purpose and operation of the program account. ( )

CAP FORM 7 (REV. AUG 68)

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

Form Approved.
Budget Bureau No. 116-R0150

DELEGATE AGENCY BASIC INFORMATION

ORGANIZATION NO.

DATE PREPARED

SECTION I. IDENTIFICATION OF COMMUNITY ACTION AGENCY

1. NAME OF CAA
Metro Corps of Gary, Inc.

2. GRANT NO.

SECTION II. IDENTIFICATION OF DELEGATE AGENCY

3. NAME OF DELEGATE AGENCY
City Administration

4. MAILING ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
400 Broadway	Gary	Lake	Indiana	46402

5. TELEPHONE NO. *(Include Area Code)*
1-219-886-2461

6. IRS EMPLOYER IDENTIFICATION NO.

SECTION III. TYPE OF AGENCY

7. ☐ PUBLIC AGENCY:

a. GOVERNMENT: ☐ STATE ☐ COUNTY ☐ CITY ☐ TERRITORY ☐ TRIBAL COUNCIL

☐ OTHER *(Identify)* ______

b. PUBLIC AGENCY: ☐ INSTITUTION OF HIGHER EDUCATION ☐ EMPLOYMENT ☐ ELEMENTARY OR SECONDARY SCHOOL

☐ HEALTH ☐ WELFARE ☐ OTHER *(Identify)* ______

8. ☐ PRIVATE NONPROFIT ORGANIZATION:

☐ INSTITUTION OF HIGHER EDUCATION ☐ RELIGIOUS ORGANIZATION ☐ ELEMENTARY OR SECONDARY SCHOOL

☐ LEGAL SOCIETY ☐ HEALTH ☐ WELFARE ☐ EMPLOYMENT ☐ NEIGHBORHOOD BASED ORGANIZATION

☐ OTHER *(Identify)* ______

SECTION IV. PROGRAM ADMINISTRATION

9. PROGRAM DIRECTOR

a. NAME

b. ATTACH A STATEMENT OF THE JOB QUALIFICATIONS, THE JOB DESCRIPTION AND A BIOGRAPHICAL RESUME FOR THE PROGRAM DIRECTOR

10. WHAT PROGRAM ACCOUNTS WILL THE DELEGATE AGENCY ADMINISTER?

Program Account 08

SECTION V. SUMMARY EVALUATION OF DELEGATE AGENCY *(To be completed by the CAA)*

11. IS THIS A NEW DELEGATE AGENCY OF THE CAA?
☒ YES ☐ NO

12. DESCRIBE HOW THE CAA WILL MAKE SURE THAT THE DELEGATE AGENCY COMPLIES WITH OEO AND CAA POLICIES AND FULFILLS THE WORK PROGRAM OBJECTIVES.
See contract

13. IF THE DELEGATE AGENCY HAS PREVIOUSLY OPERATED CAA PROGRAMS, PROVIDE A BRIEF EVALUATION OF ITS PERFORMANCE TO DATE. IF NOT, DESCRIBE ITS QUALIFICATIONS TO OPERATE THE DELEGATED PROGRAM.

CAP FORM 87 AUG 69

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

Form Approved.
Budget Bureau No. 116-R0150

DELEGATE AGENCY BASIC INFORMATION

ORGANIZATION NO.

DATE PREPARED

SECTION I. IDENTIFICATION OF COMMUNITY ACTION AGENCY

1. NAME OF CAA Metro Corps of Gary, Inc.

2. GRANT NO.

SECTION II. IDENTIFICATION OF DELEGATE AGENCY

3. NAME OF DELEGATE AGENCY City Administration

4. MAILING ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
400 Broadway	Gary	Lake	Indiana	46402

5. TELEPHONE NO. *(Include Area Code)* 1-219-886-2461

6. IRS EMPLOYER IDENTIFICATION NO.

SECTION III. TYPE OF AGENCY

7. ☐ PUBLIC AGENCY:

a. GOVERNMENT: ☐ STATE ☐ COUNTY ☐ CITY ☐ TERRITORY ☐ TRIBAL COUNCIL

☐ OTHER *(Identify)* ______

b. PUBLIC AGENCY: ☐ INSTITUTION OF HIGHER EDUCATION ☐ EMPLOYMENT ☐ ELEMENTARY OR SECONDARY SCHOOL

☐ HEALTH ☐ WELFARE ☐ OTHER *(Identify)* ______

8. ☐ PRIVATE NONPROFIT ORGANIZATION:

☐ INSTITUTION OF HIGHER EDUCATION ☐ RELIGIOUS ORGANIZATION ☐ ELEMENTARY OR SECONDARY SCHOOL

☐ LEGAL SOCIETY ☐ HEALTH ☐ WELFARE ☐ EMPLOYMENT ☐ NEIGHBORHOOD BASED ORGANIZATION

☐ OTHER *(Identify)* ______

SECTION IV. PROGRAM ADMINISTRATION

9. PROGRAM DIRECTOR

a. NAME

b. ATTACH A STATEMENT OF THE JOB QUALIFICATIONS, THE JOB DESCRIPTION AND A BIOGRAPHICAL RESUME FOR THE PROGRAM DIRECTOR

10. WHAT PROGRAM ACCOUNTS WILL THE DELEGATE AGENCY ADMINISTER?

Program Account 03

SECTION V. SUMMARY EVALUATION OF DELEGATE AGENCY *(To be completed by the CAA)*

11. IS THIS A NEW DELEGATE AGENCY OF THE CAA? ☒ YES ☐ NO

12. DESCRIBE HOW THE CAA WILL MAKE SURE THAT THE DELEGATE AGENCY COMPLIES WITH OEO AND CAA POLICIES AND FULFILLS THE WORK PROGRAM OBJECTIVES. See contract

13. IF THE DELEGATE AGENCY HAS PREVIOUSLY OPERATED CAA PROGRAMS, PROVIDE A BRIEF EVALUATION OF ITS PERFORMANCE TO DATE. IF NOT, DESCRIBE ITS QUALIFICATIONS TO OPERATE THE DELEGATED PROGRAM.

CAP FORM 87 AUG 68

AGREEMENT

FOR DELEGATION OF ACTIVITIES

This agreement entered into as of __________________________, 19____, including attached conditions, shall govern certain activities of the Community Organization Program (Program Account 08 - Leadership Training) financed under CAP Grant No. ______________________ during the period ____________________________ to ___________________________________ which are to be carried out by the City of Gary, hereinafter referred to as the "Delegate", on behalf of METROCORPS, hereinafter referred to as the "Grantee."

The Grantee and Delegate agree as follows:

1. WORK TO BE PERFORMED. The delegate shall, in a satisfactory manner as determined by the grantee, perform, in accordance with the approved work program, the following activities for the Community Organization Program Account:

2. COMPLIANCE WITH APPROVED PROGRAM. All activities authorized by this agreement will be performed in accordance with the approved work program, the approved budget, the grant conditions and relevant OEO directives.

3. REPORTS, RECORDS & EVALUATIONS. The Grantee shall supervise, evaluate, and provide guidance and direction to the Delegate in the conduct of activities delegated under this contract. The Delegate agrees to submit to the Grantee such reports as may be required by OEO directives or by the grantee, including reports on the following subjects:

The Delegate also agrees to prepare and retain, and permit the Grantee to inspect as it deems necessary for grant purposes (in addition to inspections authorized by the conditions in the grant from OEO) the following records:

as well as all other records that may be required by relevant OEO directives, with the exception of confidential client information. The Delegate further agrees that the Grantee may carry out monitoring and evaluation activities to include, at a minimum,

and will effectively ensure the cooperation of the Delegate's employees and board members in such efforts.

4. CHANGES. The Grantee may, from time to time, request changes in the scope of the services of the Delegate to be performed hereunder. Such changes, including any increase or decrease in the amount of the Delegate's compensation, which are mutually agreed upon by and between the Grantee and the Delegate, must be incorporated in written amendments to this contract.

5. COMPLIANCE WITH LOCAL LAWS. The Delegate shall comply with all applicable laws, ordinances, and codes of the state and local governments.

6. COVENANT AGAINST CONTINGENT FEES. The Delegate warrants that no person or selling agency or other organization has been employed or retained to solicit or secure this contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee. For breach or violation of this warrant the Grantee shall have the right to annul this contract without liability or, in its discretion, to deduct from the contract or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee, or to seek such other remedies as legally may be available.

7. SCHEDULE OR PAYMENT. Subject to receipt of funds from the Lake County Economic Opportunity Council and OEO, the Grantee agrees to reimburse the Delegate for authorized expenditures. An advance of ____________ for estimated expenditures for ___________ (months) will be made to the Delegate, who will submit to the Grantee vouchers that are sufficient to support payment under the Grantee's accounting procedures established or approved by the Grantee's accountant. Within __________ days the Grantee will approve or disapprove payment of the vouchers, and will make additional payments equal to the amount of such approved expenditures to the Delegate. In no event, however, will the Delegate receive reimbursement for personnel costs exceeding __________________, or for non-personnel costs exceeding _________________, except as it has received prior written authorization from the Grantee, which is incorporated into and shall be attached to this contract. The Grantee may, in its discretion, require the Delegate to obtain prior approval as a condition for reimbursement of any costs incurred. The grantee shall, in no event, be liable to reimburse the Delegate for any costs not specifically authorized in the approved budget or by prior approval of the Grantee.

8. TERMINATION. The Grantee may, by giving reasonable written notice specifying the effective date, terminate this contract in whole or in part for cause, which shall include: (1) failure, for any reason, of the Delegate to fulfill in a timely and proper manner its obligations under this contract, including compliance with the approved program and attached conditions, and such statutes, Executive Orders, and OEO directives as may become generally applicable at any time; (2) submission by the Delegate to OEO or to the Grantee of reports that are incorrect or incomplete in any material respect; (3) ineffective or improper use of funds provided under this contract; and (4) suspension or termination by the Lake County Economic Opportunity Council or OEO of the grant to the Grantee under which this contract is made, or the portion thereof delegated by this contract. The Grantee may also assign and transfer this contract when required by OEO direction. If the Delegate is unable or unwilling to comply with such additional conditions as may be lawfully applied by OEO to the grant to the Grantee, the Delegate shall terminate the contract by giving reasonable written notice ot the Grantee, signifying the effective date thereof. In such event the grantee may require the delegate to ensure that adequate arrangements have been made for the transfer of the delegatedkactivities to another Delegate or to the Grantee. In the event of any termination, all property and finished or unfinished documets, data, studies and reports purchased or prepared by the Delegate under this contract shall be disposed of according to OEO directives, and the Delegate shall be entitled to compensation for any unreimbursed expenses reasonably and necessarily incurred in satisfactory performance of the contract. Notwithstanding the above, the Delegate shall not be relieved of liability to the Grantee for damages sustained by the Grantee by virtue of any breach of the contract by the Delegate and the Grantee may withhold any reimbursement to the Delegate for the purpose of set-off until such time as the exact amount of damages due the Grantee from the Delegate is agreed upon or otherwise determined.

9. NON-FEDERAL SHARE. The Delegate will contribute_______ ___________to the program funds. Such contribution shall be in cash in the amount of__________, and in-kind in the amount of ________________.

In witness whereof, the Grantee and the Delegate have executed this agreement as of the date first above written.

City of Gary	METROCORPS
Delegate	Grantee
By:	By:
Position:	Position:

OFFICE OF ECONOMIC OPPORTUNITY

Community Action Program

Assurance of Compliance with the Office of Economic Opportunity's Regulations under Title VI of the Civil Rights Act of 1964

City Administration (hereinafter called the "Applicant")

(Name of Applicant or Delegate Agency)

AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P. L. 88-352) and the Regulations of the Office of Economic Opportunity issued pursuant to that title (45 C.F.R. Part 1010), to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance either directly or indirectly from the Office of Economic Opportunity; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant either directly or indirectly by the Office of Economic Opportunity, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it either directly or indirectly by the Office of Economic Opportunity.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining either directly or indirectly any and all Federal grants, loans, contracts, property, or discounts, the referral or assignment of VISTA volunteers, or other Federal financial assistance extended after the date hereof to the Applicant by the Office of Economic Opportunity, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignee, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Date ____________________

City Administration

(Name of Applicant or Delegate Agency)

By ____________________

(President, Chairman of Board, or comparable authorized official)

400 Broadway

Gary, Indiana 46402

(Mailing address)

CHECKPOINT PROCEDURE FOR COORDINATION BETWEEN CAP AND OTHER ANTI-POVERTY ACTIVITIES

Budget Bureau No. 116-R047
Approval expires December 31, 1969

(THIS SPACE FOR OEO USE.)

The community action agency named below plans to apply to OEO for financial assistance under Title II-A or III-B of the Economic Opportunity Act of 1964, as amended, to carry out community action projects that may concern your office, agency, or institution. The activity that the community action agency plans to undertake is described in Section I, below. In order to assure that this activity is coordinated with your own program or concerns, you are requested to complete Sections II and III of this form.

OEO requires the community action agency to allow each office, agency, or institution to which this form *(CAP Form 46)* is sent, a minimum of 15 days from receipt of the form to complete it and return it to the community action agency. If you are unable to respond fully to the request within this time period, you may either request additional time from the community action agency or, if its schedule will not permit an extension, you may return the form with a notation explaining why you were unable to complete it.

The checkpoint procedure is not designed to require concurrence in proposed community action activities by all potentially concerned local officials, agencies, or institutions. Where there has been prior consultation, and where no valid arguments have been advanced against a proposal, OEO will consider it on its merits. What OEO does require of a community action agency is that it provide a meaningful opportunity for affected local or State agencies to express their concerns.

SECTION I. APPLICANT AGENCY AND PROPOSED ACTIVITY

1. NAME OF COMMUNITY ACTION AGENCY Metro Corps of Gary, Inc.	2. DATE THIS FORM PREPARED January 9, 1969

3. ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
1100 Massachusetts St.	Gary	Lake	Indiana	46407

4. NAME AND TITLE OF STAFF DIRECTOR Gary Stewart, Executive Director	5. TELEPHONE NO. *(Include Area Code)* 219-886-3155

6. BRIEF DESCRIPTION OF PROPOSED COMMUNITY ACTION PROJECT(S):

Leadership Training and Program Development Project

(See attached summary)

7. TOTAL ESTIMATED COST OF PROPOSED ACTIVITY	8. NON-FEDERAL SHARE	9. FEDERAL SHARE
$111,760	$22,352	$89,408

SECTION II. OFFICIAL OR AGENCY RESPONDING TO FORM

10. TITLE OF OFFICIAL OR AGENCY RESPONDING Gary Alerding Settlement House	11. DATE OF RESPONSE 1-17-69

12. ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
630 W. 15th Ave.	Gary	Lake	Ind.	46407

13. TYPED NAME AND TITLE OF INDIVIDUAL COMPLETING THIS FORM	14. SIGNATURE	15. TELEPHONE NO. *(Include Area Code)*
Father Francis M. Lazar Executive Dir.	Rev. Dennis M. Lazar	8862863

SECTION III. COMMENTS ON PROPOSED ACTIVITY

16. WERE YOU, OR WAS YOUR AGENCY, CONSULTED IN THE PLANNING OF THE PROPOSED COMMUNITY ACTION PROJECT(S) DESCRIBED IN SECTION I, ABOVE?

☒ YES ☐ NO ☐ OTHER *(Describe)*

17. WILL THE PROPOSED PROJECT(S) COMPLEMENT AND BE COORDINATED WITH YOUR CURRENT AND PLANNED EFFORTS TO ELIMINATE POVERTY?

☒ YES ☐ NO ☐ OTHER *(Describe)*

18. DO YOU, OR DOES YOUR AGENCY, RECOMMEND THAT THE PROPOSED PROJECT(S) BE APPROVED BY OEO?

☒ YES ☐ NO ☐ OTHER *(Describe)*

DISCLAIMER NOTE

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CHECKPOINT PROCEDURE FOR COORDINATION BETWEEN CAP AND OTHER ANTI-POVERTY ACTIVITIES

Budget Bureau No. 116-R047
Approval expires December 31, 1969

(THIS SPACE FOR OEO USE.)

The community action agency named below plans to apply to OEO for financial assistance under Title II-A or III-B of the Economic Opportunity Act of 1964, as amended, to carry out community action projects that may concern your office, agency, or institution. The activity that the community action agency plans to undertake is described in Section I, below. In order to assure that this activity is coordinated with your own program or concerns, you are requested to complete Sections II and III of this form.

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SECTION I. APPLICANT AGENCY AND PROPOSED ACTIVITY

1. NAME OF COMMUNITY ACTION AGENCY Metro Corps of Gary, Inc.	2. DATE THIS FORM PREPARED January 9, 1969

3. ADDRESS

NO. AND STREET 1100 Massachusetts St.	CITY Gary	COUNTY Lake	STATE Indiana	ZIP CODE 46407

4. NAME AND TITLE OF STAFF DIRECTOR Gary Stewart, Executive Director	5. TELEPHONE NO. *(Include Area Code)* 219-886-3155

6. BRIEF DESCRIPTION OF PROPOSED COMMUNITY ACTION PROJECT(S):

Leadership Training and Program Development Project

(See attached summary)

7. TOTAL ESTIMATED COST OF PROPOSED ACTIVITY $111,760	8. NON-FEDERAL SHARE $22,352	9. FEDERAL SHARE $89,408

SECTION II. OFFICIAL OR AGENCY RESPONDING TO FORM

10. TITLE OF OFFICIAL OR AGENCY RESPONDING City Administration	11. DATE OF RESPONSE 1-16-69

12. ADDRESS

NO. AND STREET 401 Broadway	CITY Gary	COUNTY Lake	STATE Indiana	ZIP CODE 46402

13. TYPED NAME AND TITLE OF INDIVIDUAL COMPLETING THIS FORM Charles Brown, Director Youth Opportunity Programs	14. SIGNATURE Charles Brown	15. TELEPHONE NO. *(Include Area Code)* Area Code 219 886-2461, Ext. 211

SECTION III. COMMENTS ON PROPOSED ACTIVITY

16. WERE YOU, OR WAS YOUR AGENCY, CONSULTED IN THE PLANNING OF THE PROPOSED COMMUNITY ACTION PROJECT(S) DESCRIBED IN SECTION I, ABOVE?

☑ YES ☐ NO ☐ OTHER *(Describe)*

17. WILL THE PROPOSED PROJECT(S) COMPLEMENT AND BE COORDINATED WITH YOUR CURRENT AND PLANNED EFFORTS TO ELIMINATE POVERTY?

☑ YES ☐ NO ☐ OTHER *(Describe)*

18. DO YOU, OR DOES YOUR AGENCY, RECOMMEND THAT THE PROPOSED PROJECT(S) BE APPROVED BY OEO?

☑ YES ☐ NO ☐ OTHER *(Describe)*

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SECTION I. APPLICANT AGENCY AND PROPOSED ACTIVITY

1. NAME OF COMMUNITY ACTION AGENCY: Metro Corps of Gary, Inc.

2. DATE THIS FORM PREPARED: January 9, 1969

3. ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
1100 Massachusetts Street	Gary	Lake	Indiana	46407

4. NAME AND TITLE OF STAFF DIRECTOR: Gary Stewart, Executive Director

5. TELEPHONE NO. *(Include Area Code)*: 219-886-3155

6. BRIEF DESCRIPTION OF PROPOSED COMMUNITY ACTION PROJECT(S):

Streets Program
(See attached summary)

7. TOTAL ESTIMATED COST OF PROPOSED ACTIVITY	8. NON-FEDERAL SHARE	9. FEDERAL SHARE
$128,605	$26,669	$101,936

SECTION II. OFFICIAL OR AGENCY RESPONDING TO FORM

10. TITLE OF OFFICIAL OR AGENCY RESPONDING: Executive Director Gary YWCA

11. DATE OF RESPONSE: 1-16-69

12. ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
30 E. 6th Ave	Gary	Lake	Indiana	46402

13. TYPED NAME AND TITLE OF INDIVIDUAL COMPLETING THIS FORM: Miss Emma Freeman ACSW Executive Director

14. SIGNATURE: Emma Freeman

15. TELEPHONE NO. *(Include Area Code)*: 219 886-9196

SECTION III. COMMENTS ON PROPOSED ACTIVITY

16. WERE YOU, OR WAS YOUR AGENCY, CONSULTED IN THE PLANNING OF THE PROPOSED COMMUNITY ACTION PROJECT(S) DESCRIBED IN SECTION I, ABOVE?

☒ YES ☐ NO ☐ OTHER *(Describe)*

17. WILL THE PROPOSED PROJECT(S) COMPLEMENT AND BE COORDINATED WITH YOUR CURRENT AND PLANNED EFFORTS TO ELIMINATE POVERTY?

☑ YES ☐ NO ☐ OTHER *(Describe)*

18. DO YOU, OR DOES YOUR AGENCY, RECOMMEND THAT THE PROPOSED PROJECT(S) BE APPROVED BY OEO?

☑ YES ☐ NO ☐ OTHER *(Describe)*

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PROGRAM ACCOUNT WORK PROGRAM FOR LEADERSHIP TRAINING AND PROGRAM DEVELOPMENT PROJECT

I. PURPOSE:

a. Problems to be dealt with:

1. Low income youth want to be involved in social action and decision-making, but are often frustrated in their attempts because of a background devoid of training which would enable them to learn how to direct their energies in leadership situations. The common leadership mechanism for many youth (church groups, boy scouts, extra-curricular activities) are often closed to low income youth because of the costs involved or the social and status implications inherent in the activities. Thus, in their frustration, they last out at any target within reach and form "gangs" in order to protect their identity and ego, as well as their physical persons. As gang members they seek recognition and respect which they cannot find otherwise and find that violence against what they believe is the system and its members will give them recognition while they attack that which frustrates them. The proposed training program seeks to provide a framework through which some of these youth may have an opportunity to obtain a real knowledge of economic and political systems through which they could work in choosing methods of answering their needs.

b. Objectives and Benefits:

This training program will seek to serve low-income youth by:

1. Expanding and increasing their decision-making skills.
2. Increasing political awareness.
3. Increasing youth opportunities for economic development.
4. Creating new roles for youth in community and government decision-making and program operation.
5. Encouraging relevant institutional responses to the needs of youth.

Benefits to be derived from this program are:

1. Increase employment opportunities for youth.
2. Turn potentially destructive forces of youth into constructive forces for the community.
3. Creating grass-roots leadership within the inner-city.
4. The fostering of a symbiosis of learning and teaching between youth and agency-organization functionaries.
5. Increase of self-awareness and pride in inner-city youth.
6. Pursuit of advocacy programs for and by youth.
7. Gathering, sythesizing, and dissemination of relevant and useful information pertaining to youth programs.

c. Reason to believe results can be achieved:

Other cities have discovered that low-income youth, particularly members of youth gangs, can become constructive members of society if given the right training. Examples are the Real Great Society - New York City; Pride, Inc., in Washington, D.C., and the Conservative Vice Lords, Inc., of Chicago. The Vice Lords have opened a barber shop, a boutique, and a community center. Members of the Gary Youth Commission have sought out and spoken with various members of different gangs in Gary. They've found that there is an interest in establishing programs which would give recognition and respect while still being constructive.

II. PARTICIPANTS:

a. Number of people potentially eligible to take part in the program:

There will be direct involvement of twenty youth leaders and potential youth leaders. An additional twenty will be recycled. Indirectly there will be 500 to 1,000 youth involved (i.e. 25 youth constituents per youth trainee.)

b. Percentage of those eligible who will participate:

Approximately fifteen established youth gangs composed of lower socio-economic youth and another ten loosely organized youth gangs. Each youth gang have approximately 3 youth in leadership positions. Consequently a minimum of 20 and a maximum of 40 out of 75 youth leaders of youth gangs will participate.

c. Recruitment for program:

Through the efforts of the Youth Programs office, the Leadership Training and Program Development Director, the Neighborhood Action Institute, the Youth Corporation, Metro Corps, the Settlement Houses and other youth serving agencies.

d. Selection criteria:

Training positions will be filled by "hard-core" disadvantaged youth between the ages of 15-23 who have demonstrated leadership capabilities by their ability for gathering followers among their peers and directing them in various capacities.

III. PROGRAM:

a. Activities carried on in the work program:

Two core group trainers will have the major responsibilities for training. They will be assisted in developing the training program by a cadre of consultants who have expertise in government, law, community organization, youth development, group dynamics, etc. The trainers will draw heavily on material developed in similar programs: such as the Neighborhood Development Youth Program and Community Action Training School, Washington, D.C., Social Action Training Center, Los Angeles, California, and the University of the Streets Program, New York City, New York, among others.

The core group trainers will meet individually with trainees for three hour sessions four days a week for specific program learning. On the fifth day, trainees and staff will meet for general sessions of interdisciplinary syntheses. The remaining time will be occupied in applied learning in which the total community and its institutions will be viewed as a field laboratory. Discussion of current events and field observations, both in and out-of-town, guest lectures and practice sessions will form the heart of this phase of the program.

2. The trainees will be encouraged to use their own experiences as group members, leaders, organizers, etc., as case material for discussions.

   Under the direction of staff assigned by the Program Director of the Gary Youth Commission, the trainees will be assigned on-job training as well. They will be deployed to program evaluation, monitoring, operations, coordination and administrative functions.

   The Youth Trainees will also participate as leaders and teachers in on-going colloquias, seminars and/or workshops for agency and organization functionaries. The youth perspective in program design, planning, and operations is an important ingredient often missing. Adult professionals in Youth Programs will thus have the opportunity to participate as equals in dialogue and as students in the formulation of a comprehensive Youth Program Plan for the City of Gary, Indiana.

3. The training program will contain the following:
   1. The role of youth in decision-making
   2. Youth Organization
   3. Overview of government structure (Federal, State, Local)
   4. Aims of social legislation
   5. Community Organization
   6. Social Services
   7. Responsibility of Agencies
   8. Budget and fiscal responsibilities
   9. Relationship of voluntary groups to government
   10. Role of minority groups in history
   11. Political theories and systems
   12. Analysis of decision-making
   13. Parliamentary procedure

14. Group leadership
15. Inventory of community resources.
16. Assessment of programs
17. Program design and planning
18. Program development and operations
19 Strategies for community problem solving

b. Major steps to be taken to carry out the program:

1. Recruit and hire staff 2- 1-69 - 2-28-69
2. Orientation and training of staff 3- 1-69 - 3-31-69
3. Recruit and select trainees 3-15-69 - 3-31-69
4. Orientation of trainees 4- 1-69 - 4-15-69
5. Beginning of classroom training 4- 1-69 - 4-31-69
6. Initial involvement of trainees with Youth Commission Staff
   Beginning of field training -
   a. Inventory of attitudes, needs of youth and resources available
   b. Begin program development and program evaluation 5-1-69 to 9-30-69
7. Out of town visits 6-1-69 - 9-31-69
8. Youth trainees seminars among themselves and with agency and organization functionaries 6-1-69 - 10-31-69
9. Start work with operating summer youth programs; both function and assessment 7-1-69 - 9-31-69
10. Orientation of new trainees - Begin cycle again 9-1-69 - 1-31-70
11. Submittal of proposals and recommendations made by the 1st group of trainees regarding city-wide youth programs and changes in on-going programs 10-1-69 - 1-31-70

c. Strengths and weaknesses of the current program:

The City Administration does not have an effective mechanism to involve youth in the determination of youth program needs.

d. Changes proposed compared to current program:

This is a new program.

e. Referral of participants of one activity to other activities or programs:

The idea of the training program is to make expertise available to youth leaders who will be encouraged to apply such expertise within their own youth groups and within the activities of youth serving agencies.

f. Follow up to assist participants:

The City Administration will attempt to find employment opportunities for youth leaders in:

1. City Youth Programs
2. Metro Corps sponsored Youth Programs
3. Red Feather agency Youth Programs

g. Involvement of other members of participant's family:

This is not a family oriented program but a peer group oriented program.

h. Facilities needed to carry out program:

Office space for the Director, Secretary, and Training Personnel, a large meeting room, two small meeting rooms.

i. Transportation required:

See budget.

j. Major new equipment needed:

Movie projector, overhead projector, record player and tape recorder.

k. Problems foreseen in carrying out the program:

One major problem will be in community relations. We will be dealing with and employing youth who have caused a bit of consternation in the city, and much public opinion is against them. The non-poor of the city have already been quite vociferous in regards to federal monies being directed towards the impacted poverty areas of the city. Some youth agency functionaries have already spoken out against the idea, which only reinforces the idea of seminars for youth and the functionaries.

1. Program changes under an expanded or reduced budget:

With an expanded budget, more funds could be allocated for consultants travel, equipment, and increase stipends for youth trainees. There could be built-in program development funds, family allowance funds and health care and benefits. With a reduced budget, program as proposed would be less effective in accomplishing goals and objectives stated previously.

IV. RESIDENT PARTICIPATION:

a. Functions and responsibilities of advisory groups set up for the program:

In lieu of the fact that a neighborhood advisory board is not established, representatives and leaders of various youth gangs in Gary have met with members of the Youth Commission, as well as the Youth Programs Director and the director of the Neighborhood Action Institute. They have received a preliminary copy of the proposal, and have made suggestions and recommendations which will be included in the operation where possible. One of the first suggestions made was that a program advisory council be established, to help direct the priorities of the program. The council will be made up of representatives of the gangs and would help choose and select those youth who would receive training.

b. Method of selection of policy advisory groups:

See Item IV-a.

c. Ideas of the poor and target area residents which have been included in the program:

They have made the statement that a program advisory council should be established, and have recommended the make-up of the group as stated under Item IV-a.

d. Influence of poor and target area residents on program while it is being carried out:

Ideas and recommendations would be received through the advisory council which would act on them and direct them to the program director who would carry them out through the staff.

e. Assistance to target area groups and neighborhood-based organizations to help them express their needs and interests as related to the program and to administer programs directly:

The purpose of this particular program is related directly to training people to identify needs and operate programs, as explained in I-a.

V. ADMINISTRATION:

a. Why the decision to delegate if all or portions of the program account are delegated:

The Neighborhood Action Institute will do the training in order to avoid the duplication of efforts. In keeping with the City Administration's efforts to bring resources and training capacity to Gary, the Neighborhood Action Institute will coordinate all the training given to Metro Corps, and other youth serving agencies. (Streets, Youth Corporation, CEP programs, Model Cities, etc.)

b. Recruitment and selection of staff:

Through the cooperation of the Youth Programs Office, Metro Corps, CEP Training Programs, NAI, and other youth serving agencies.

c. Functions once performed by professionals assigned to non-professionals:

The program is essentially a New Careers Program; that is to say the developers, operators and evaluators. The three training positions will be filled by persons who have proven ability and expertise not exclusively academic.

d. Non-professional staff advancement:

Programs beyond the first year will provide opportunities for trainees to be involved in full time and part-time training positions in the programs.

e. Help to non -professional employees to gain employment with agencies other than the CAA:

Established youth serving agencies, institutions and groups are increasingly in need of youth program organizers, program developers and program evaluators.

f. Volunteer services required in the program:

Effort will be made to attract relevant national and local experts in youth leadership training capacities to be involved in the program.

g. Recruitment of volunteers:

Through the Mayor's Office.

h. Consultant or technical assistance needed:

Consultants in the field of community police relations, administration of justice, economic development, education, recreation and health.

i. Staff training:

Orientation and on-going training will be provided for the staff by the Neighborhood Action Institute.

VI. COORDINATION:

a. Checkpoint procedures have been followed and forms are:

Attached /XX/ Not Attached / /

b. Other agencies in the community which deal with problems related to the program account:

There are a number of other youth serving agencies in the City of Gary and all are concerned, to some extent, with the "hard-core" or hard to reach young person. There have been several meetings of all of these agencies in an effort to form a youth serving council under the aegis of Metro Corps, with the idea that the Gary Youth Commission will assume the responsibility for coordination of activities for youth.

c. Arrangement with these agencies to co-ordinate their programs with the activities of the program account:

Summaries of current programs are being drawn up so that an overview might be given and some attempt at coordination can take place. This inter-agency council can serve as a natural meeting ground for Youth Trainees and agency functionaries, as each learns from the other.

d. Encouragement of other agencies to provide or help finance activities of the program account:

A city-wide youth serving agency committee has been formed for the purpose of highlighting the duplications, shortcomings, and means of improving existing youth programs. It is anticipated that these agencies will become aware of the need for a training program for youth and have some input into the program.

e. Changes in approaches to poverty problems foreseen as a result of the operation of the program account:

The approach to youth programs would change in the respect of letting the youth have a voice in the types of programs, the operations of the programs, and the evaluation of the programs.

VII. EVALUATION:

a. Method of evaluating effectiveness of program:

Attempt to measure the change in trainees in attitude, ability to affectuate youth programs, and in their program development capacity and execution. Also attempt to measure the impact of the Leadership Training and Program Development Program on the youth serving agencies in the change of attitude of their personnel in relating to "hard-core" youth. Also by the increase in participation of youth in decision-making roles in both the public and private sector.

b. How recommendations for improvement will be put into effect:

By presenting recommendations made by the youth to the Mayor, who in turn will present them to the City Council for approval and adoption.

GARY NEIGHBORHOOD CENTERS ASSOCIATION

STREETS PROGRAM

STREETS PROGRAM DIRECTOR

SALARY: $9,600

DEFINITION:

This director is responsible for the overall operation, supervision, and control of the Streets Program.

DUTIES AND RESPONSIBILITIES:

Carry out the intent of the Program as outlined in this proposal; recommend new policy as needed; hire and fire other members of his staff as required, upon approval of the Association in keeping with personnel practices of GNCA; report to the Association concerning the operation and the Program, as requested; represent the Association in relationship with other public and private organizations with whom the Streets Program will work; establish contacts with agencies and organizations for field staff as needed; interpret the Streets Program as needed; make final choice, with Association approval, of groups to be serviced and assignments of Streets Workers; make necessary contacts with local resources and referrals; make final decisions in matters involving use of police, committing the Program to responsibility for facilities or funds, and in breaking up a group or separation of a group from the Program; provide direct and regular supervision for each worker; develop and conduct orientation and in-service training programs; be available to workers for consultation; assist workers to locate or develop programs and resources required by the groups serviced; direct the collection of observation and data about the groups and devise methods of working with them; make written financial reports to the Board of the Association monthly, and to Metro Corps as required.

STREETS PROGRAM DIRECTOR (Continued)

EDUCATION:

Graduation from an accredited college or equivalent experience. Applicant must have strong managerial capabilities and experience in community group work and/or related programs.

QUALIFICATIONS:

A minimum of two years experience working in the field of juvenile delinquency prevention, control, and youth development with specialized emphasis in working with hard-to-reach youth in ghetto setting. Social Work, specializations or related area including Psychology, Sociology, and Physical Education. One year of administrative experience is required.

GARY NEIGHBORHOOD CENTERS ASSOCIATION

STREETS PROGRAM

ADULT STREETS WORKER ASSISTANT

SALARY: $7,200 - $8,400 per annum

DEFINITION:

The Streets Worker Assistant will work under the supervision of the Program Director in the target area to which he is assigned.

DUTIES AND RESPONSIBILITIES:

Become familiar with and make use of the community resources needed to do a qualitative job; establish and maintain contact with parents of the group members, storekeepers, probation officers, school principals, home and school visitors, teachers, police and others who might be helpful in successfully dealing with youth; develop special program methods relating to specific programs of the groups and individuals (this includes working with youth and parents in consultation with other agencies and referring specific youth directly to other agencies); attend scheduled educational and administrative conferences with the director; attend professional meetings as required along with other special assignments.

EDUCATION:

At least a high school education or its equivalence.

QUALIFICATIONS:

Must be able to have rapport with adult and youth in community; have had at least one year's experience in working with non-conforming youth, or must have had experience in working in multi-problem ghetto; must be able to identify with youth and utilize community resources in their behalf; must be able to supervise and administer a Streets staff of two youth, one adult and one clerk-typist. It is necessary that he maintain appropriate records, read and write effectively, and instruct his staff.

12/24/68

GARY NEIGHBORHOOD CENTERS ASSOCIATION

STREETS PROGRAM

STREETS WORKER AIDE

SALARY: $3,600 - $4,800 per annum

DEFINITION:

This worker is an aide to the Adult Streets Worker.

DUTIES AND RESPONSIBILITIES:

Work under the direction of the Streets Worker; be responsible for knowing the youth in the area; work with the Streets Workers in developing programs and services to best meet the particular needs of the areas.

EDUCATION:

Must be able to at least function at an eighth grade level.

QUALIFICATIONS:

The Streets Worker Aide must be able to read and write effectively, maintain appropriate records, and he must be able to identify with youth and adults in the community. He must be able to and willing to accept instructions and supervision so as to enable himself to upgrade in position and service.

12/24/68

GARY NEIGHBORHOOD CENTERS ASSOCIATION

STREETS PROGRAM

SECRETARY-BOOKKEEPER

SALARY: $4,800 per annum

DEFINITION:

This person will be a qualified secretary-bookkeeper, capable of running the office of the Program Director and keeping adequate financial records of the Streets Program.

EDUCATION:

Must have high school education or its equivalence and/or demonstrate ability to do the job completely.

QUALIFICATIONS:

Bookkeeping; type accurately; handle simple machines; supervise work of Streets Office; know how to record and file accurately.

12/24/68

GARY NEIGHBORHOOD CENTERS ASSOCIATION

STREETS PROGRAM

CLERK-TYPIST

SALARY: $3,600 - $4,800 per annum

DEFINITION:

This person will maintain work and Program records in the target areas, will act as receptionist for the Office, take phone calls and perform other necessary clerical support.

EDUCATION:

At least an eighth grade education or its equivalence and/or demonstrate the ability to do the job completely.

QUALIFICATIONS:

Must be a responsible adult from target area; type accurately; handle simple office machines.

12/24/68

PAGE 1 OF 1 PAGES

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET *(Please type or print clearly)*

Form Approved.
Budget Bureau No. 116-R0158

1. APPLICANT AGENCY Metro Corps of Gary, Inc.	2. DATE SUBMITTED	3. PROGRAM YEAR D END DATE: 1-31-70	4. GRANT NO.

5. PROGRAM ACCOUNT

a. NUMBER 08	b. NAME Leadership Training Program	c. BEGINNING DATE 2-1-69	d. END DATE 1-31-70

6. SUBMITTED AS PART OF (check one):

a. ☒ FUNDING REQUEST b. ☐ AMENDMENT REQUEST *(If this item is checked, attach CAP Form 25b, "Justification for P.A. Amend.")*

SECTION I. BUDGET SUMMARY

COST CAT. NO. (1)	COST CATEGORY (2)	APPROVED PY ___ TOTAL PROGRAM (3)	APPROVED PY NO. MOS. (4)	REQUESTED PROGRAM YEAR TOTAL PROGRAM (5)	REQUESTED PROGRAM YEAR FEDERAL SHARE (6)	REQUESTED PROGRAM YEAR NON-FEDERAL SHARE (7)	REQUESTED PROGRAM YEAR NO. MOS. (8)	REQUESTED PROGRAM YEAR + 1 FULL-YEAR TOTAL PROGRAM (9)	FULL-YEAR NO. MOS. (10)	REQUESTED PROGRAM YEAR + 1 EXPANDED TOTAL PROGRAM (11)	EXPANDED NO. MOS. (12)	REQUESTED PY + 2 EXPANDED TOTAL PROGRAM (13)	EXPANDED NO. MOS. (14)
1.	PERSONNEL COSTS			75,106	75,106								
1.1	SALARIES AND WAGES			61,200	61,200								
1.2	FRINGE BENEFITS *(Employer's share only)*			7,956	7,956								
1.3	CONSULTANTS AND CONTRACT SERVICES			5,950	5,950								
2.	NONPERSONNEL COSTS			24,028	24,028								
2.1	TRAVEL			4,284	4,284								
2.2	SPACE COSTS AND RENTALS			4,750	4,750								
2.3	CONSUMABLE SUPPLIES			675	675								
2.4	RENTAL, LEASE, PURCHASE OF EQUIPMENT			1,590	1,590								
2.5	OTHER COSTS			12,729	12,729								
	TOTAL COSTS			99,134	99,134								
	FEDERAL SHARE			99,134									
	NON-FEDERAL SHARE												

CAP FORM 25 (REV. AUG 68) REPLACES CAP FORMS 23, APR 68 AND 25, FEB 66 WHICH ARE OBSOLETE.

TION II.

SALARIES AND WAGES *(Itemization of Cost Category No. 1.1)*

PAGE 2 OF 2 PAGES

PAID PERSONNEL

NO. PERSONS (1)	TITLE OR POSITION (2)	ANNUALIZED SALARY (3)	NO. OF MOS. (4)	% OF TIME (5)	FEDERAL SHARE (6)	NON-FEDERAL SHARE (7)
1	Program Director	10,000	12	100%	10,000	
2	Core Group Trainers	7,500	12	100%	15,000	
1	Secretary-Receptionist	5,000	12	100%	5,000	
15	Training Positions	31,200	12	63%	31,200	
	TOTALS, PAID PROFESSIONAL PERSONNEL				25,000	
	TOTALS, PAID NONPROFESSIONAL PERSONNEL				36,200	
	TOTALS, PAID PERSONNEL				61,200	

8. VOLUNTEERS

CATEGORY OF VOLUNTEER	WAGE PER HOUR (9)	NO. OF HOURS (10)	NON-FEDERAL SHARE (11)
Gill			
Crockett			
Bill			
Valenza			
— me Send			
TOTALS, VOLUNTEERS			

CAP FORM 25 (REV. AUG 68)

PAGE 1 OF PAGES

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET SUPPORT SHEET *(Please type or print clearly)*

Form Approved
Budget Bureau No. 116-R0158

1. APPLICANT AGENCY Metro Corps of Gary, Inc.	2. DATE SUBMITTED	3. PROGRAM YEAR D END DATE: 1-31-70	4. GRANT NO.

5. PROGRAM ACCOUNT

a. NUMBER 08	b. NAME Leadership Training Program	c. BEGINNING 2-1-69	d. ENDING 1-31-70

6. BUDGET SUPPORT DATA

COST CATEGORY NO. (1)	DESCRIPTION OF ITEM AND BASIS FOR VALUATION (2)	AMOUNT OR VALUE OF ITEM FEDERAL SHARE (3)	NON-FEDERAL SHARE (4)
1.2	Fringe 13%		
	Social Security 4.8		
	Health-Accident 3.0		
	Workmen's Compensation 1.0		
	Indiana Unemployment Compensation 2.7		
	Other 1.5	7,956.00	
1.3	One consultant every other week at $75 per day (26x$75)	1,950.00	
	One consultant @ $100 per day 2 days per month x 12	2,400.00	
	Two consultants @ $100 per-day 4 days per month x 2 months	1,600.00	
2.1	One Program Director @ 1800 miles per year	180.00	
	Two Core Group Trainers @ 1200 miles per year	120.00	
	15 Trainees @ 39,840 miles per year	3,984.00	
2.2	Space 1900 Sq. Ft. x $2.50 per annum	4,750.00	
2.3	Teaching materials x 15 persons @ $25 each per year	375.00	
	TOTALS CARRIED FORWARD FROM ATTACHED PAGES *(if any)*	14619.00	
	TOTALS	$ 37934.00	

7. ☐ ADDITIONAL NARRATIVE STATEMENT IS ATTACHED

CAP FORM 25a (REV. AUG 68) REPLACES CAP FORM 23, DATED APR 68, WHICH IS OBSOLETE.

PAGE 2 OF 3 PAGES

OFFICE OF ECONOMIC OPPORTUNITY • APPLICATION FOR COMMU Y ACTION PROGRAM

PROGRAM ACCOUNT BUDGET SUPPORT SHEET *(Please type or print clearly)*

Form Approved
Budget Bureau No. 116-R0158

1. APPLICANT AGENCY Metro Corps of Gary, Inc.
2. DATE SUBMITTED
3. PROGRAM YEAR END DATE: 1-31-70
4. GRANT NO.

5. PROGRAM ACCOUNT

a. NUMBER 08
b. NAME Leadership Training Program
c. BEGINNING 2-1-69
d. ENDING 1-31-70

6. BUDGET SUPPORT DATA

COST CATEGORY NO. (1)	DESCRIPTION OF ITEM AND BASIS FOR VALUATION (2)	AMOUNT OR VALUE OF ITEM: FEDERAL SHARE (3)	AMOUNT OR VALUE OF ITEM: NON-FEDERAL SHARE (4)
	CONSUMABLE SUPPLIES CONT'D		
2.3	Office Supplies - 4 persons @ $75 each per year	300.00	
2.4	1 Movie Projector	200.00	
	1 Tape Recorder	250.00	
	1 Overhead Projector	200.00	
	3 Desks @ $101.00 each	303.00	
	2 Chairs @ $86.00 each	172.00	
	2 Large circular conference tables @ $40 each	80.00	
	2 Legal size 4-drawer file cabinets @ $60 each	120.00	
	2 4' x 8' blackboard @ $20 each	40.00	
	35 Chairs @ $3.00 each	105.00	
	3 Folding conference tables @ $40 each	120.00	
2.5	2 Telephone lines @ $7 per mo., local service chge @ x12 = $75 per mo. long		
	distance service charge x 12	1,068.00	
	Postage printing @ $5 per person x 20	100.00	
	TOTALS CARRIED FORWARD FROM ATTACHED PAGES *(if any)*	11,561.00	none
	TOTALS	14,619.00	none

7. ☐ ADDITIONAL NARRATIVE STATEMENT IS ATTACHED

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET SUPPORT SHEET *(Please type or print clearly)*

Form Approved
Budget Bureau No. 116-R0158

APPLICANT AGENCY Metro Corps of Gary, Inc.	2. DATE SUBMITTED	3. PROGRAM YEAR D END DATE: 1-31-70	4. GRANT NO.

PROGRAM ACCOUNT

NUMBER 08	b. NAME Leadership Training Program	c. BEGINNING 2-1-69	d. ENDING 1-31-70

BUDGET SUPPORT DATA

COST CATEGORY NO. (1)	DESCRIPTION OF ITEM AND BASIS FOR VALUATION (2)	AMOUNT OR VALUE OF ITEM: FEDERAL SHARE (3)	AMOUNT OR VALUE OF ITEM: NON-FEDERAL SHARE (4)
	OTHER COSTS CONT'D		
2.5	Administrative Cost		
	Personnel	6,441.00	
	Non-Personnel	5,120.00	
	TOTALS CARRIED FORWARD FROM ATTACHED PAGES *(if any)*		
	TOTALS	11,561.00	none

7. ☐ ADDITIONAL NARRATIVE STATEMENT IS ATTACHED

CAP FORM 25a (REV. AUG 68) REPLACES CAP FORM 23, DATED APR 68, WHICH IS OBSOLETE.

METRO CORPS OF GARY, INC.
STREETS WORK PROGRAM
ORIGINAL

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

Form Approved
Budget Bureau No. 116-R0157

PROGRAM ACCOUNT WORK PROGRAM

7

Community Action Agency: METRO CORPS OF GARY, INC.
Grant Number:
Program Account Title: STREETS
Program Account Number:
Project Title(s):
Program Year: D
End Date: January 31, 1970

	Page
I. PURPOSE:	
a. What problems will you deal with in the program account?	(1)
b. What are the objectives of the program account and what benefits should result from its operation?	(2)
c. Why do you believe these results can be achieved?	(2)
II. PARTICIPANTS:	
a. How many people are potentially eligible to take part in the program account?	(2)
b. What percentage of those eligible will participate?	(3)
c. How will the poor and target area residents learn about and be recruited for the program?	(3)
d. What are the selection criteria?	(3)
III. PROGRAM:	
a. What activities will be carried out in the work program?	(3-4)
b. What major steps will be taken to carry out the work programs?	(4)
c. What are the strengths and weaknesses of your current program?	(4)
d. What changes are you proposing in this work program as compared with your current program?	(4)
e. How will participants in one activity be referred to other activities or programs?	(4)

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT WORK PROGRAM

Program Account Title: Grant Number:

STREETS

	Page
f. What follow-up activities will assist participants upon completion of the program?	(4)
g. How will other members of the participant's family be involved in the program account or other programs?	(4)
h. What facilities are needed for the operation of the program and where are they located?	(4)
i. What transportation is required and how will it be provided?	(5)
j. What major new equipment is needed?	(5)
k. What problems do you foresee in carrying out the program?	(5)
l. How would you change the program under an expanded or reduced budget?	(5)
IV. RESIDENT PARTICIPATION	
a. What are the functions and responsibilities of policy advisory groups set up for the program?	(5-6)
b. How are members of policy advisory groups selected?	(6)
c. What ideas of the poor and target area residents have been included in the work program?	(6-7)
d. How will the poor and target area residents influence the program while it is being carried out?	(7)
e. What assistance will target area groups and neighborhood based organizations have to help them express their needs and interests related to the program and to administer programs directly?	(7)
V. ADMINISTRATION	
a. If all or portions of the program account are delegated, why did you decide to delegate?	(7)
b. How will you advertise for, recruit and select staff?	(8)

Program Account Title: Grant Number:

STREETS

	Page
c. What functions once performed by professionals will be assigned to non-professional employees as a result of reassessment of professional job requirements?	(8)
d. How will non-professional employees be helped to advance to higher level positions within the program?	(8)
e. How will non-professional employees be helped to gain employment with agencies other than the CAA?	(8)
f. What volunteer services are required in the program?	(9)
g. How will volunteers be recruited?	(9)
h. What consultant or technical assistance will be needed?	(9)
i. What staff training will be provided?	(9)

VI. COORDINATION

a. Checkpoint procedures have been followed and forms are:

Attached /xx/ Not Attached / /

b. What other agencies in the community are dealing with problems related to the program account?	(10)
c. What arrangements do you have with these agencies to coordinate their programs with the activities of the program account?	(10)
d. How have you encouraged other agencies to provide or help finance activities of the program account?	(10)
e. What changes in approaches to poverty problems do you foresee as a result of the operation of the program account?	(10)

VII. EVALUATION

a. How will the effectiveness of the program be evaluated?	(11)
b. How will recommendations for improvement be put into effect?	(11)

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT WORK PROGRAM

Program Account Title: Grant Number:

STREETS

Page

VIII. ADDITIONAL COMMENTS

a. Provide other information you consider important in describing the purpose and operation of the program account. ( )

CHECKPOINT PROCEDURE FOR COORDINATION BETWEEN CAP AND OTHER ANTI-POVERTY ACTIVITIES

Budget Bureau No. 116-R0[illegible]
Approval expires December 31, 1969

(THIS SPACE FOR OEO USE.)

The community action agency named below plans to apply to OEO for financial assistance under Title II-A or III-B of the Economic Opportunity Act of 1964, as amended, to carry out community action projects that may concern your office, agency, or institution. The activity that the community action agency plans to undertake is described in Section I, below. In order to assure that this activity is coordinated with your own program or concerns, you are requested to complete Sections II and III of this form.

OEO requires the community action agency to allow each office, agency, or institution to which this form *(CAP Form 46)* is sent, a minimum of 15 days from receipt of the form to complete it and return it to the community action agency. If you are unable to respond fully to the request within this time period, you may either request additional time from the community action agency or, if its schedule will not permit an extension, you may return the form with a notation explaining why you were unable to complete it.

The checkpoint procedure is not designed to require concurrence in proposed community action activities by all potentially concerned local officials, agencies, or institutions. Where there has been prior consultation, and where no valid arguments have been advanced against a proposal, OEO will consider it on its merits. What OEO does require of a community action agency is that it provide a meaningful opportunity for affected local or State agencies to express their concerns.

SECTION I. APPLICANT AGENCY AND PROPOSED ACTIVITY

1. NAME OF COMMUNITY ACTION AGENCY Metro Corps of Gary, Inc.	2. DATE THIS FORM PREPARED January 9, 1969

3. ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
1100 Massachusetts St.	Gary	Lake	Indiana	46407

4. NAME AND TITLE OF STAFF DIRECTOR Gary Stewart, Executive Director	5. TELEPHONE NO. *(Include Area Code)* 219-886-3155

6. BRIEF DESCRIPTION OF PROPOSED COMMUNITY ACTION PROJECT(S):

Leadership Training and Program Development Project

(See attached summary)

7. TOTAL ESTIMATED COST OF PROPOSED ACTIVITY	8. NON-FEDERAL SHARE	9. FEDERAL SHARE
$111,760	$22,352	$89,408

SECTION II. OFFICIAL OR AGENCY RESPONDING TO FORM

10. TITLE OF OFFICIAL OR AGENCY RESPONDING Gary Youth Commission	11. DATE OF RESPONSE January 15, 1969

12. ADDRESS

NO. AND STREET	CITY	COUNTY	STATE	ZIP CODE
401 Broadway	Gary	Lake	Indiana	46403

13. TYPED NAME AND TITLE OF INDIVIDUAL COMPLETING THIS FORM	14. SIGNATURE	15. TELEPHONE NO. *(Include Area Code)*
Lawrence J. Englund Assistant to Youth Programs Director	Lawrence J. Englund	(219) 886-2461 ext. 322

SECTION III. COMMENTS ON PROPOSED ACTIVITY

16. WERE YOU, OR WAS YOUR AGENCY, CONSULTED IN THE PLANNING OF THE PROPOSED COMMUNITY ACTION PROJECT(S) DESCRIBED IN SECTION I, ABOVE?

☒ YES ☐ NO ☐ OTHER *(Describe)*

17. WILL THE PROPOSED PROJECT(S) COMPLEMENT AND BE COORDINATED WITH YOUR CURRENT AND PLANNED EFFORTS TO ELIMINATE POVERTY?

☒ YES ☐ NO ☐ OTHER *(Describe)*

18. DO YOU, OR DOES YOUR AGENCY, RECOMMEND THAT THE PROPOSED PROJECT(S) BE APPROVED BY OEO?

☒ YES ☐ NO ☐ OTHER *(Describe)*

CAP FORM 46 MAY 66 GSA DC 66-17902

STREETS--WORK PROGRAM

I. PURPOSE:

a. Problems to be dealt with:

1. This proposal represents a program through which the Neighborhood Centers Association of Gary, Indiana, will coordinate and expand work to provide youth guidance and offer alternatives to juvenile delinquency by providing a developmental program for youth between the ages of 13 and 24 years of age in areas of need.

2. The basic purpose is to develop as an integral part of the community a process of work with "hard-to-reach youth" through a more effective and intensive use of existing resources and community facilities through an out-reach activity designed for these youth.

3. There is a great need for positive leadership development of both adults and youth in inner-city communities.

4. Our purposes will be accomplished through the employment of skilled youth guidance workers who will develop programs with indigenous program worker aides. Community youth programs will not necessarily be housed in neighborhood centers, but will develop throughout the community and be housed in related agencies or facilities at the points of need.

5. In areas of low educational achievement, high density population, low income, high substandard housing, highest drop-out rate, and station adjustments*, the Streets Program is needed to help the community to confront the problems of hard-to-reach youth.

6. The Streets Program will be a co-operative venture of youth, adults, parents and concerned indigenous individuals of the area, as well as interested residents of the broader community.

---

* Streets Program is a Youth Guidance Program

b. Objectives and benefits:

12,757 youth between ages of 13 and 24 will be related to with special emphasis on approximately 500 in each of the selected areas.

Youth in imminent danger of delinquency will be guided to positive alternatives.

Adults and youth will be brought into new relationships through direct involvement. The inter action of the participants, with the guidance of the Streets staff, will achieve positive results and will enable the neighborhood to face realistically and constructively their problems, gather resources and plan structured programs to meet them.

c. Reasons to believe results can be achieved:

Youth will be involved in projects which relate to developmental gains. Their peers, adults, staff, and neighborhood institutions will identify with them and their needs.

There will be for the first time in the City a concentrated effort to relate to and work with the "hard-to-reach" youth.

Through mobilization of new and old resources, such as Model Cities, Urban Renewal, Youth Commission, Co-ordinating Committee of Youth Serving Agencies, Neighborhood Youth Corps, and the Mayor's Youth Foundation, new and creative ways will be designed to approach and attack community problems as they relate to youth development.

II. PARTICIPANTS:

a. Number of people potentially eligible to take part in the program:

There are 12,757 youth in the area between the ages of 13 and 24; note the percentage of drop outs, station adjustments, and ADC families. Approximately 50 per cent of the youth in the target area will need this program. SEE ATTACHMENT I--Map Areas A B C G and H and ATTACHMENT II--CAP 5 (Community Information)

b. Estimated percentage of those eligible who will participate:

Less than 25% of youth in respective areas. SEE ATTACHMENT I-- Map Areas A B C G and H and ATTACHMENT II--CAP 5 (Community Information)

c. Recruitment for program:

The settlements and centers are located in areas of highest incidents of social disorganization and youth problems.

The Streets Workers will be stationed in the Settlement area, centers, or store fronts. The workers will be mobile and will go to the youth. This is their prime purpose--to be where the hard-to-reach youth are--the juke joints, hamburger joints, pool rooms, football and basketball games, settlements, dance halls, and skating rinks.

It is at these places, individually and as groups, the Streets staff will identify and achieve rapport with the youth.

d. Selection criteria:

Any youth or families who desire or need the service or who can be involved in the Streets Program will be served. However, the most critical areas and youth with greatest need will be given priority.

III. PROGRAM:

a. Activities that will be carried out in the work program:

The major objective of the Streets Program is to involve the youth with an adult guidance figure in constructive activity designed to influence, in positive ways, the development of the youth. Program will center around youth needs and community resources to be marshaled to meet them. Streets staff will help indigenous people and the larger community to confront youth problems and become involved in their resolution.

Specific program content will depend upon the commitment of the community, youth-serving agencies, and resource development which will realistically and creatively address itself to youth needs.

The Streets Program will have three general areas of emphasis: 1) Services to individuals and their families; 2) Service to street gangs; 3) Work with community people to help bring about an understanding of the role of the Streets Worker, as well as the basic understanding of ways of relating to youth needs.

b. Major steps to be taken to carry out the Program:

SEE TIMETABLE--Following Page

c. Strengths and weaknesses of the current program:

Does not apply. No program presently exists in this area.

d. Changes proposed compared to current program:

Does not apply. No program presently exists in this area.

e. Referral to other programs or activities:

Through accepted Social Service index arrangements between the youth services related to specific needs as determined by street guidance worker.

f. Follow-up to assist participants:

The participant does not complete a program as such; however, a youth is referred to group counseling service or new kinds of activities, depending on the needs and abilities of individuals or groups.

g. Involvement of participants' families in this or other programs:

Through the activities of the youth, person-to-person relationship with staff, Neighborhood Action Councils, Youth and Adult Group Councils at local and area levels, families and adults will participate at first in an informal structure; but work with youth will become more structured and formal as adult-youth relationships become secure and stable.

h. Facilities needed for the operation of the program and their location:

Neighborhood Centers or Settlements which have staff and facilities which can be used by Streets Program. These facilities are located in the target area. These facilities have gymnasiums, group work, recreational, craft and cultural activities for youth.

TIME TABLE TO OPERATIONAL STATUS

		Start	End
A.	First Month	2- 1-69	2-28-69

1. Take applications and hire a STREETS Program Director.
2. Set up the Program Director's office.
3. Hire Secretary-Bookkeeper.
4. Take applications for STREETS workers.

		Start	End
B.	Second Month	3- 1-69	3-31-69

1. Hire 6 STREETS workers.
2. Conduct orientation and training for them.
3. Set up target areas and work stations
4. Take applications for program aides and clerk-typists (Preference to NYC trainees)

		Start	End
C.	Third Month	4-1-69	4-30-69

1. Hire 6 program aides and 6 clerk-typists.
2. Conduct orientation and training for aides and clerks.
3. Prepare and involve community in the promotion of the street program.

		Start	End
D.	Fourth Month	5-1-69	5-31-69

1. Become fully operational.

i. Transportation:

Transportation is not required except for helping youth to get to needed service in emergency cases. In this event, staff will supply transportation.

j. Major new equipment needed:

No major new equipment will be needed except as noted under budget item "Equipment"--such equipment as footballs, basketballs, baseball equipment, and other inside and outside sports equipment.

k. Problems foreseen in carrying out the program:

1. Getting the adults and community involved in implementing the program.
2. Securing support from related social service and other resources to make a comprehensive approach to the problems of hard-to-reach youth.

l. Program changes under an expanded or reduced budget:

Effect of a reduced program:

1. Establish priorities in scope of service if program is reduced.
2. Will seek to develop indigenous leadership and get the community to help meet its own needs.

Expanded program:

1. Set priorities in program area as a basis for expanding scope.
2. Will help develop indigenous leadership and volunteers to the point where the community will respond to its needs.
3. Involve more youth and service organization to meet the youth needs.
4. Involve the private and public structure in participation at all levels with a cross section of people from the community who will support an expanded program.

IV. RESIDENT PARTICIPATION:

a. Functions and responsibilities of policy advisory groups:

The Advisory Council will assist in the recruitment of Streets Aides and Streets Worker assistants and volunteers. They will help involve parents and as meeting places, equipment and materials for their youth centers, canteens or coffee houses and other responsibilities. They will help provide and/or encourage the youth to use and develop recreational, cultural, and economic resources.

They will evaluate and review the program and recommend changes and improvements.

b. Method of selection of policy advisory groups:

Six members of the Advisory Council will be parents and/or citizens concerned with youth. Youth representatives will be selected by the youth workers of the Streets Program. One board member or staff representative from each settlement will be appointed. The advisory group will consist of 17 people.

The Gary Neighborhood Centers Association will be responsible for the Streets Advisory Group. Each Streets area will have a local advisory group which shall consist of parents and/or concerned citizens, youth, and representatives of the settlement staff, or board representatives of far east and west side areas.

c. Ideas of the poor and target area residents which have been included in the program:

On many occasions, in the planning process of Metro Corps, concerned citizens have expressed the need for youth guidance activity which goes to the youth. At meetings of October 24 and October 31, 1968, concerned East Side parents met to discuss "the youth problem". At these meetings, youth behavior was the chief topic of discussion. The Streets Program incorporates and will utilize all of the ideas shared at these meetings. (Minutes of these meetings are available.)

The Roosevelt Action Council has also shared with Metro Corps planners ideas for approaching concrete programs to serve unmet youth needs; representatives of the Gary Neighborhood Centers Association were present at these meetings and assisted in the inclusion of the ideas of local residents and youth in this proposal.

d. Influence of poor and target area residents on program while it is being carried out:

This influence will come through overall resident advisory group meetings, local advisory group meetings, through the day-to-day relationships of streets workers and advisory group members involving and informing parents and youth in the activities.

e. Assistance to target area groups and neighborhood-based organizations to help them express their needs and interests as related to the program and to administer programs directly:

Involvement of youth, parents, advisory groups at every stage and aspect of the program will be the major assistance. They will have the assistance of Streets staff, staff of Settlements, Metro Corps central staff, and Metro Corps centers staff in the local communities.

The indigenous people may call upon the resources of the Youth Serving Agencies in the City. The Gary Neighborhood Centers Association will make the community aware of and involve them in the Streets Program.

V. ADMINISTRATION:

a. Reason for delegating the program:

SEE ATTACHMENT III--Table of Organization

The program is delegated to the Gary Neighborhood Centers Association because a major part of their programs deal with youth guidance activity. The Gary Neighborhood Centers Association service area is the target area of youth gangs. The GNCA has facilities and staff which will help implement programs.

The Neighborhood Action Councils, youth councils, gangs, youth advisory group, youth staffs of Settlements, and Metro Corps staff will be contacted especially for non-professional indigenous youth and adult Streets workers. The director shall hire all personnel upon the approval of the Gary Neighborhood Centers Association in consultation with advisory council.

c. Functions once performed by professionals assisgned to non-professionals:

Streets worker guidance figure (with orientation and training).

d. Help for non-professional employees to advance to higher levels within program:

SEE ATTACHMENT IV--Horizontal Mobility

Youth Streets worker aide must have at least a 5th grade education or its equivalence. The adult Streets worker must have at least an 8th grade education or its equivalence.

We plan to develop new careers for "Streets workers and aides". We plan to do this through agreements with correctional and custodial institutions. We will them predicate the experience and training of these workers on criteria that is equal to workers in institutional care.

The Streets workers plan to upgrade so that they may become youth workers in Settlement and other Youth Serving Agencies. The diagram indicates both vertical and horizontal mobilities.

The staff will be helped by orientation and regular in-service training to improve their job skills.

e. Help for non-professional staff to gain employment with agencies other than the CAA:

SEE ATTACHMENT V--

Attempting to set up a transferrable relationship with other Youth Serving Agencies on both a vertical and horizontal level.

f. Volunteer service required for program:

Volunteers will be asked to help on a regular basis by acting as a big brother or as a big sister, co-sponsor of dances, tutoring, specialized classes, sponsors of teen canteens, coffee houses, field trips, self-help projects, community benefit projects.

g. Recruitment of volunteers:

Volunteers will be recruited by the advisory groups, the Neighborhood Action Councils, Streets staff, Settlement staff, youth, parents, etc. The volunteers will come primarily from the indigenous people; however, volunteers will be recruited from a cross section of the City.

h. Consultants or technical assistance needed:

Specialists in youth guidance and delinquency prevention will be used for orientation and in-service training. 15 days of consultant service will be used during the orientation period. On-going consultant service for in-service training and overall strategy will be used in implementing the Streets Program and its evaluation.

i. Staff training:

Staff orientations and training will be scheduled two months prior to full operation.

1. Basic training in social and welfare services.
2. Basic training in behavioral sciences and discipline.
3. Specific skills in youth guidance and delinquency prevention.
4. Techniques in how to work with hard-to-reach youth in the target area and relating to problems of community social disorganization.
5. Weekly in-service training sessions will be held to train staff and evaluate the day-to-day operation as well as long-range problems.

VI. CO-ORDINATION:

a. Check point procedures have been followed and forms are attached.

b. Other agencies in the community dealing with problems related to the program:

The Community Action Committee is an indigenous community organization and informal group that sponsors programs for children and youth. The Youth Serving Agencies of the City are in the process of co-ordinating their resources in meeting the problems of all youth. The Streets Program will be a part of this co-ordination.

c. Arrangment with these agencies to co-ordinate their programs with the activities of the program account:

The Co-ordinating Committee of Youth Serving Agencies is the arrangement that has been made for the co-ordination of this activity with existing public and private programs.

d. Encouragement of other agencies to provide or help finance activities of the program account:

The group work and recreational agencies will make available specialized services through the inter-agency committee on youth.

e. Changes in approaches to poverty problems foreseen as a result of the program operations:

The advisory group, made up primarily of target area people and indigenous community.

The people, through self-help and self-determination will achieve a sense of community through participation in this youth guidance program. Through advisory councils they will exercise local control. Involvement of residents will enable them to meet the needs of their community.

Out of this program will come full participation by service agencies and expanded services from schools, welfare organizations, housing, employment, neighborhood firms, credit unions, and the City Administration.

VII. EVALUATION:

a. Evaluation of effectiveness of the program:

One center will be set up as a control group with a planning programming system.

1. Order of priorities will be established.
2. Metro Corps Central Administration staff and consultants will set up short-term objectives and long-range goals for this unit.
3. The program will be geared for co-operative planning with the Model Cities Agency's program of comprehensive planning in the target area. Model Cities might supplement, co-sponsor, or eventually fund units of the program. These possibilities will be explored and used as evaluatory measurements of the viability and relevance of the program.
4. Help the indigenous people to find some way of combined self-help and private sources for continued support of the Streets Program.

b. How recommendations for improvement will be put into effect:

The evaluations and recommendations will be reviewed and implemented by advisory groups, the Streets staff and participants, the Board of the Gary Neighborhood Centers Association, and the Program Department of Metro Corps.

STREETS WORKERS

TABLE #3 1968-69

METRO CORPS, INC.

VERTICAL AND HORIZONTAL MOBILITY

The responsibility, creativity, hazards, exposure, mobility and hours required by Streets staff will be more demanding than that of most more routine Social Work, group work, referral case work, counseling recreational and community organization jobs.

However, the Streets workers will be involved in using the principle and practices of all of these disciplines in a more fluid setting. The Streets worker will have access to and know how to use referral resources such as counseling guidance, case work, group work and community organization techniques and services.

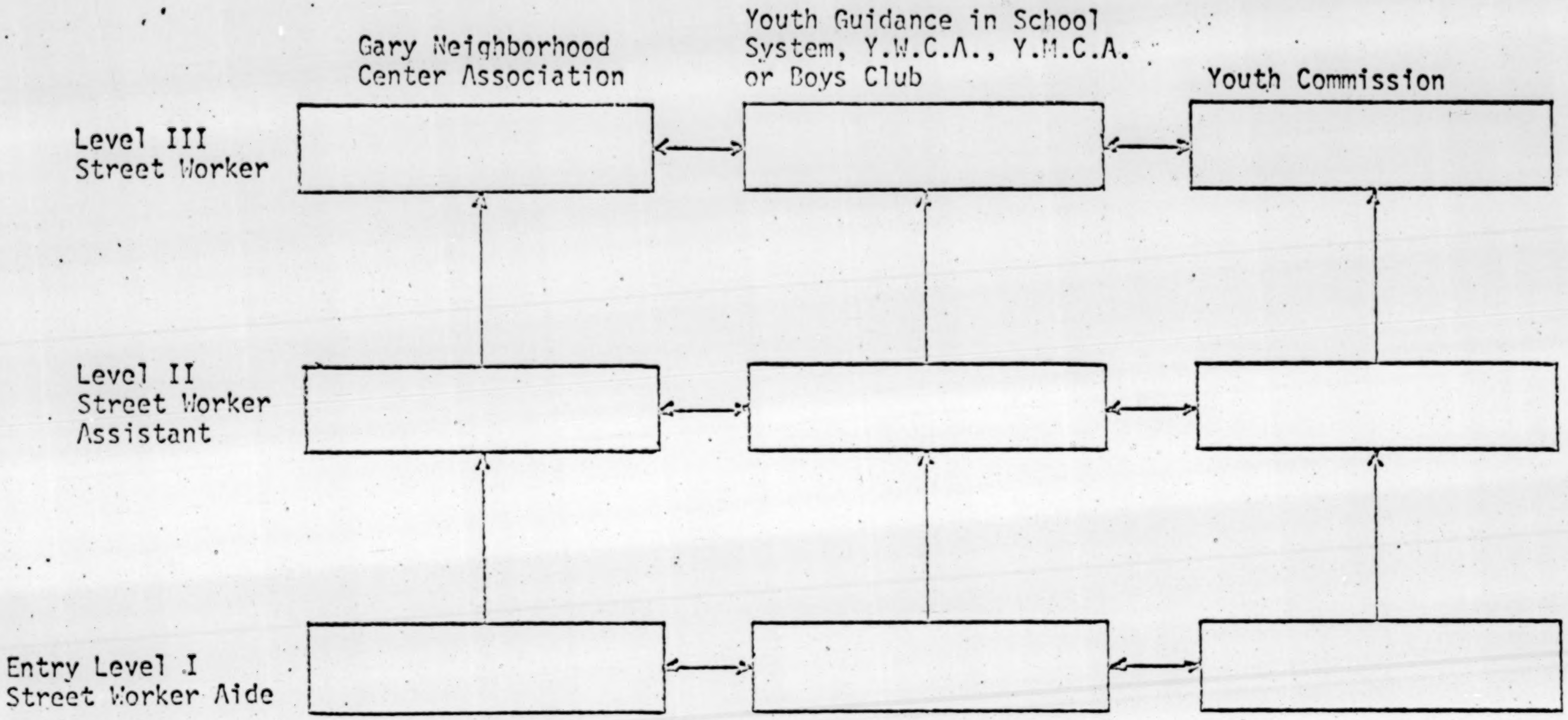
STREETS

Suggest Streets personnel upgrading and increase of salary and position on both a horizontal and vertical basis.

ADULT	1st yr.	2nd yr.	3rd yr.
Adult Streets Worker - Entry Level III	$5,400	$6,800	$8,200
Adult Streets Worker - Level II	5,200	6,200	7,200
Adult Streets Worker - Level I	5,000	5,600	6,200
YOUTH			
Youth Streets Worker Aide - Entry Level III	3,600	5,000	6,400
Youth Streets Worker Aide - Level II	3,500	4,500	5,500
Youth Streets Worker Aide - Level I	3,400	4,000	4,600

DIAGRAM A 1968-1969

METRO CORPS OF GARY, INC.
HORIZONTAL MOBILITY
STREET WORKER AIDE


Gary Neighborhood Center Association
Youth Guidance in School System, Y.W.C.A., Y.M.C.A. or Boys Club
Youth Commission
Level III Street Worker
Level II Street Worker Assistant
Entry Level I Street Worker Aide

The mobility indicated here will require that arrangements be made for Street Worker Aides to move from one job to the other in the same agency or to a comparable job in another Human Service Field at the same level.

Progressive [illegible]tification through Educational Inst. credit for Seminar Practical experience on Job training as well as formal courses, or core courses.

DIAGRAM B

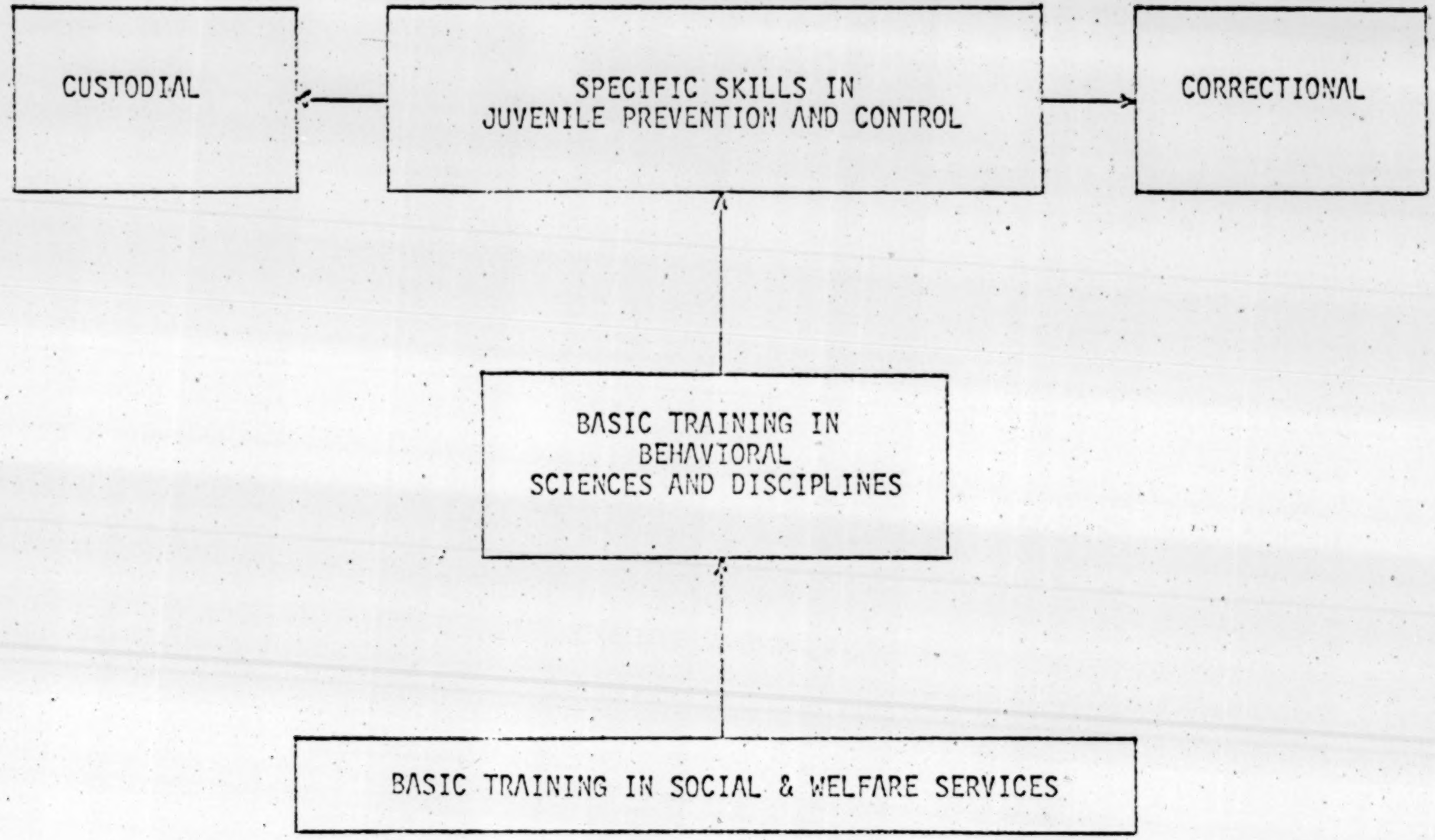
1968 - 19

METRO CORPS OF GARY, INC.

STREETS

BASIC APPROACH TO ENTRY TRAINING

IN SERVICE TRAINING AND UP GRADING


CUSTODIAL
SPECIFIC SKILLS IN JUVENILE PREVENTION AND CONTROL
CORRECTIONAL
BASIC TRAINING IN BEHAVIORAL SCIENCES AND DISCIPLINES
BASIC TRAINING IN SOCIAL & WELFARE SERVICES

It is requisite that a rationale and design be developed to implement the above program.

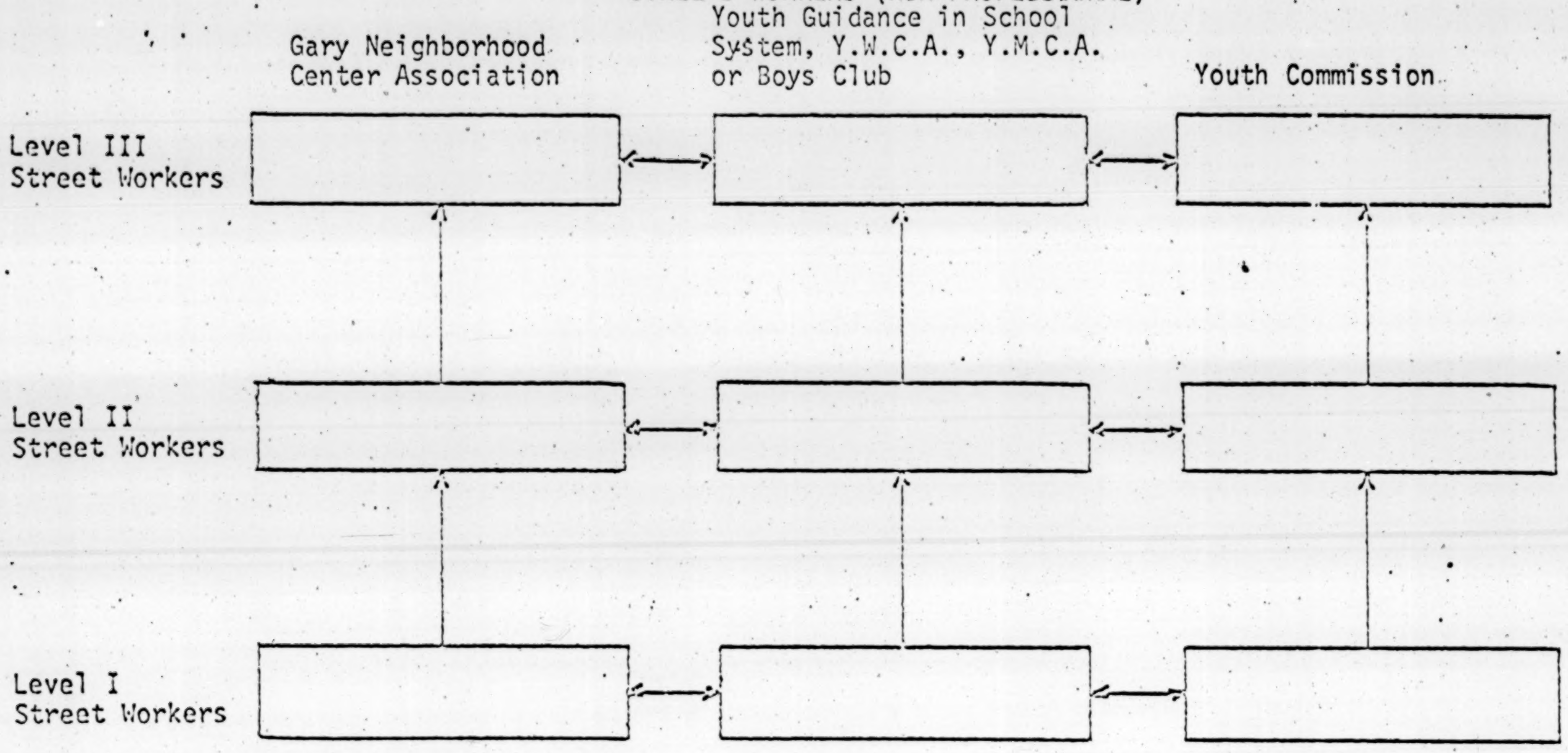
DIAGRAM C 1968 - 1969

METRO CORPS OF GARY, INC.

CENTER

VERTICAL AND DIAGONAL MOBILITY

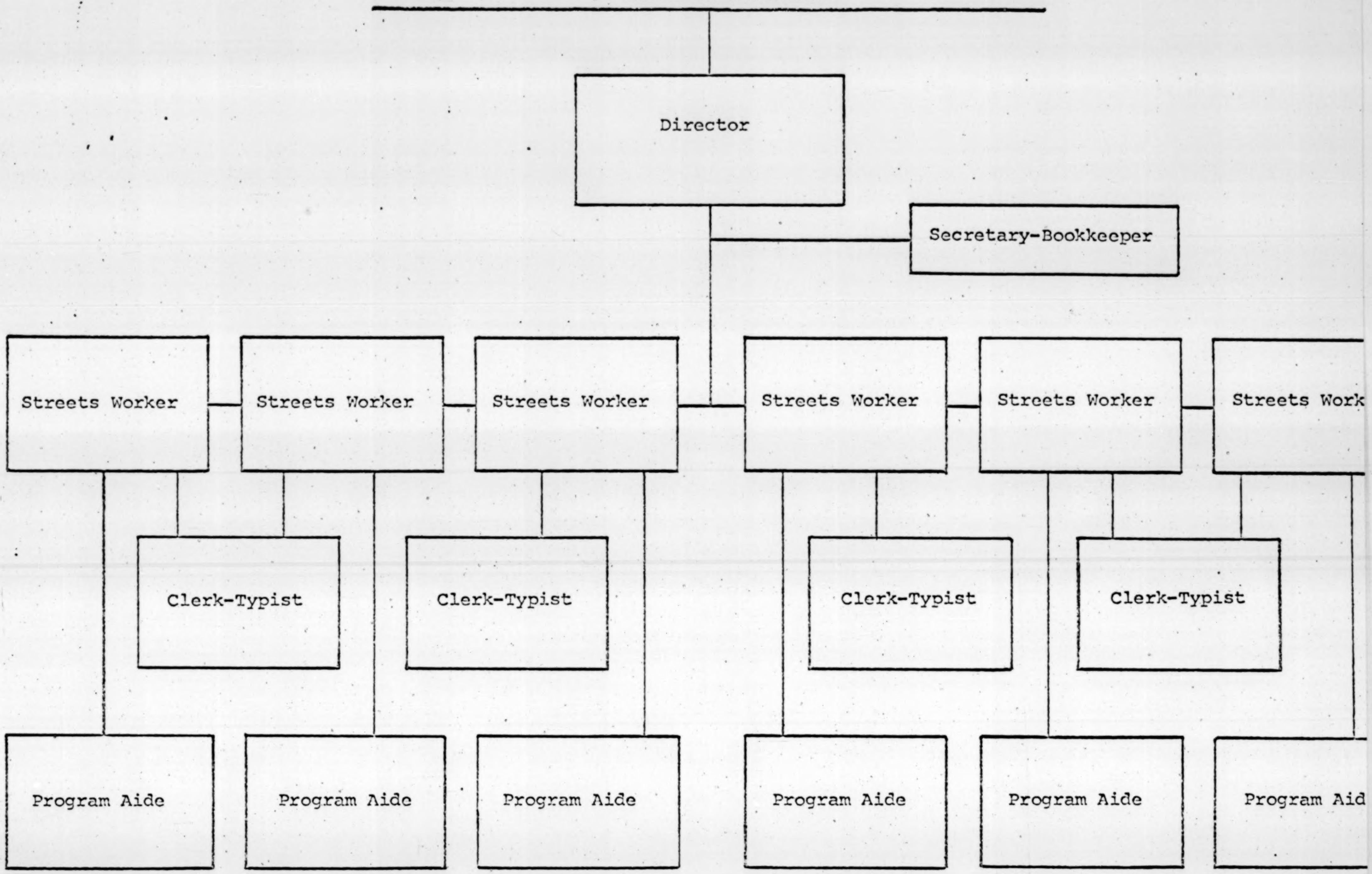
STREETS WORKERS (NON-PROFESSIONAL)


Gary Neighborhood Center Association
Youth Guidance in School System, Y.W.C.A., Y.M.C.A. or Boys Club
Youth Commission
Level III Street Workers
Level II Street Workers
Level I Street Workers

Vertical and horizontal mobility is designed to lead to upgrading, specializations, supervisory administrative posts.

Metro Corps Youth Development Project - STREETS PROGRAM

Neighborhood Centers Association
BOARD OF DIRECTORS


Director
Secretary-Bookkeeper
Streets Worker
Streets Worker
Streets Worker
Streets Worker
Streets Worker
Streets Work
Clerk-Typist
Clerk-Typist
Clerk-Typist
Clerk-Typist
Program Aide
Program Aide
Program Aide
Program Aide
Program Aide
Program Aid

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET *(Please type or print clearly)*

Form Approved.
Budget Bureau No. 116-R0158

1. APPLICANT AGENCY METRO CORPS OF GARY, INC.	2. DATE SUBMITTED	3. PROGRAM YEAR D END DATE: 1/31/70	4. GRANT NO.

5. PROGRAM ACCOUNT

a. NUMBER 08	b. NAME STREETS	c. BEGINNING DATE 2/1/69	d. END DATE 1/31/70

6. SUBMITTED AS PART OF *(check one)*:

a. ☒ FUNDING REQUEST b. ☐ AMENDMENT REQUEST *(If this item is checked, attach CAP Form 25b, "Justification for P.A. Amend.")*

SECTION I. BUDGET SUMMARY

		APPROVED PY ___		REQUESTED PROGRAM YEAR				REQUESTED PROGRAM YEAR + 1				REQUESTED PY + 2	
								FULL-YEAR		EXPANDED		EXPANDED	
COST CAT. NO.	COST CATEGORY	TOTAL PROGRAM	NO. MOS.	TOTAL PROGRAM	FEDERAL SHARE	NON-FEDERAL SHARE	NO. MOS.	TOTAL PROGRAM	NO. MOS.	TOTAL PROGRAM	NO. MOS.	TOTAL PROGRAM	NO. MOS.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1.	PERSONNEL COSTS			92,098	79,748	12,350							
1.1	SALARIES AND WAGES			77,100	73,500	3,600							
1.2	FRINGE BENEFITS *(Employer's share only)*			6,248	6,248								
1.3	CONSULTANTS AND CONTRACT SERVICES			8,750		8,750							
2.	NONPERSONNEL COSTS			40,004	22,125	17,879							
2.1	TRAVEL			2,380	2,380								
2.2	SPACE COSTS AND RENTALS			15,479		15,479							
2.3	CONSUMABLE SUPPLIES			6,010	6,010								
2.4	RENTAL, LEASE, PURCHASE OF EQUIPMENT			3,250	850	2,400							
2.5	OTHER COSTS			12,885	12,885								
	TOTAL COSTS			132,102	101,873	30,229							
	FEDERAL SHARE			101,873									
	NON-FEDERAL SHARE			30,229									

PAGE 2 OF 2 PAGES

SECTION II. **SALARIES AND WAGES** *(Itemization of Cost Category No. 1.1)*

7. PAID PERSONNEL							8. VOLUNTEERS			
NO. PER-SONS (1)	TITLE OR POSITION (2)	ANNUALIZED SALARY (3)	NO. OF MOS. (4)	% OF TIME (5)	FEDERAL SHARE (6)	NON-FEDERAL SHARE (7)	CATEGORY OF VOLUNTEER (8)	WAGE PER HOUR (9)	NO. OF HOURS (10)	NON-FEDERAL SHARE (11)
1	Program Director	9,600	12	100%	9,600					
6	Streets Workers	5,400	11	100%	29,700					
6	Program Aides	3,600	10	100%	18,000					
1	Secretary	4,200	12	100%	4,200					
4	Clerk-Typists	3,600	10	100%	12,000					
6	Staff Coordinators (Part-time @ $50 per mo.)	600				3,600				
	TOTALS, PAID PROFESSIONAL PERSONNEL				9,600					
	TOTALS, PAID NONPROFESSIONAL PERSONNEL				63,900	3,600				
	TOTALS, PAID PERSONNEL				73,500	3,600	TOTALS, VOLUNTEERS			

PAGE 1 OF 3 PAGES

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET SUPPORT SHEET *(Please type or print clearly)*

Form Approved
Budget Bureau No. 116-R0158

1. APPLICANT AGENCY METRO CORPS OF GARY, INC.	2. DATE SUBMITTED	3. PROGRAM YEAR D END DATE: 1/31/70	4. GRANT NO.

5. PROGRAM ACCOUNT

a. NUMBER 08	b. NAME STREETS	c. BEGINNING 2/1/69	d. ENDING 1/31/70

6. BUDGET SUPPORT DATA

COST CATEGORY NO. (1)	DESCRIPTION OF ITEM AND BASIS FOR VALUATION (2)	AMOUNT OR VALUE OF ITEM FEDERAL SHARE (3)	AMOUNT OR VALUE OF ITEM NON-FEDERAL SHARE (4)
1.2	Fringe Benefits -- 8.5%		
	Social Security 4.8		
	Workmen's Compensation 1.0		
	Indiana Unemp. Comp. 2.7	6,248	
	Training Consultants		
1.3	120 days @ $30 per day		3,600
	50 days @ $40 per day		2,000
	15 days @ $50 per day		750
	Other Consultants		
	48 days @ $50 per day		2,400
2.1	1 Director @ 4,800 miles per year	480	
	6 Streets Workers (11 months) @ 19,000 miles per year	1,900	
	@ $3.50 per square foot per year:		
2.2	Central Office 30X16 480 sq. ft. 12 months		1,680
	Work Station CFH 12X20 240 sq. ft. 11 months		770
	TOTALS CARRIED FORWARD FROM ATTACHED PAGES *(if any)*	19,745	15,429
	TOTALS	28,373	26,629

7. ☐ ADDITIONAL NARRATIVE STATEMENT IS ATTACHED

CAP FORM 25a (REV. AUG 68) REPLACES CAP FORM 23, DATED APR 68, WHICH IS OBSOLETE.

OFFICE OF ECONOMIC OPPORTUNITY • APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET SUPPORT SHEET *(Please type or print clearly)*

Form Approved
Budget Bureau No. 116-R0158

1. APPLICANT AGENCY Metro Corps of Gary, Inc.	2. DATE SUBMITTED	3. PROGRAM YEAR D END DATE: 1-31-70	4. GRANT NO.

5. PROGRAM ACCOUNT

a. NUMBER 08	b. NAME Streets Program	c. BEGINNING 2-1-69	d. ENDING 1-31-70

6. BUDGET SUPPORT DATA

COST CATEGORY NO. (1)	DESCRIPTION OF ITEM AND BASIS FOR VALUATION (2)	AMOUNT OR VALUE OF ITEM FEDERAL SHARE (3)	AMOUNT OR VALUE OF ITEM NON-FEDERAL SHARE (4)
	SPACE COSTS & RENTALS CONT'D.		
2.2	Work Station GAS - 12 x 20 - 240 sq. ft., 11 mos.		770
	Work Station SSH - 12 x 16 - 192 sq. ft., 11 mos.		616
	Work Station GNH - 36 x 40 1440 sq. ft. 50 % of time, 11 mos.		2,310
	Work Station MC-West approx. 12 x 12 - 240 sq. ft. 11 mos.		770
	Work Station MC East 12 x 16 - 192 sq. ft., 11 mos.		616
	Use of gym GAS 60 x 40 - 2400 sq. ft. 25% of time, 10 mos.		1,750
	Use of pool rooms GAS 45 x 50 - 2250 sq. ft. 25% of time, 10 mos.		1,635
	Use of gym CFH 100 x 45 - 4500 sq. ft. 20% of time, 10 mos.		2,700
	Use of Game Room CFH - 40 x 45 - 1800 sq. ft. 20% of time, 10 mos.		1,050
	Use of Game Rooms SSH (13x22, 13x22-1391 20% of time, 10 mos., 21x39)		812
2.3	Program supplies 600 youths @ $5 per yr., 10 mos. (Balls, games, etc.)	2,500	
	6 Aides - Program expense @ $25 per mo., 9 mos.	1,350	
	Office supplies (20 x $75)	1,500	
	6 Stations @ $120 per year, 11 mos.	660	
	TOTALS CARRIED FORWARD FROM ATTACHED PAGES *(if any)*	13,735	2,400
	TOTALS	19,745	15,429

7. ☐ ADDITIONAL NARRATIVE STATEMENT IS ATTACHED

CAP FORM 25a (REV. AUG 68) REPLACES CAP FORM 23, DATED APR 68, WHICH IS OBSOLETE.

OFFICE OF ECONOMIC OPPORTUNITY - APPLICATION FOR COMMUNITY ACTION PROGRAM

PROGRAM ACCOUNT BUDGET SUPPORT SHEET *(Please type or print clearly)*

Form Approved
Budget Bureau No. 116-R0158

1. APPLICANT AGENCY Metro Corps of Gary, Inc.	2. DATE SUBMITTED	3. PROGRAM YEAR D END DATE: 1-31-70	4. GRANT NO.

5. PROGRAM ACCOUNT

a. NUMBER	b. NAME	c. BEGINNING	d. ENDING
08	Streets Program	2-1-69	1-31-70

6. BUDGET SUPPORT DATA

COST CATEGORY NO. (1)	DESCRIPTION OF ITEM AND BASIS FOR VALUATION (2)	AMOUNT OR VALUE OF ITEM: FEDERAL SHARE (3)	AMOUNT OR VALUE OF ITEM: NON-FEDERAL SHARE (4)
2.4	1 Typewriter, new, @ $150	150	
	6 Typewriters, used, @ $75	450	
	2 Files, @ $65	130	
	Use of mimeo @ $10 per mo. for 1 yr.	120	
	6 Stations-use of equipment @ $40 per mo. x 10 mos., (tables, pool tables, etc.)		2,400
2.5	Telephone installation at 6 stations @ $20	120	
	Telephone service for 5 stations @ $18 per month x 12 mos.	1,080	
	Telephone service for 1 station @ $18 per month x 11 mos.	198	
	Postage @ $25 per month x 12 mos.	300	
	Administrative Costs Personnel	4,400	
	Fringe - 13%	572	
	Non-Personnel	6,215	
	TOTALS CARRIED FORWARD FROM ATTACHED PAGES *(if any)*		
	TOTALS	13,735	2,400

7. ☐ ADDITIONAL NARRATIVE STATEMENT IS ATTACHED

CAP FORM 25a (REV. AUG 68) REPLACES CAP FORM 23, DATED APR 68, WHICH IS OBSOLETE.

MSS
546

SEDFRE

NEIGHBORHOOD ACTION INSTITUTE, GARY, IND.
METRO CORPS PROGRAMS - GENERAL PAPERS,
1968-1969

Box 25
Folder 5

State Historical Society of Wisconsin

Please Retain Original Order

METRO CORPS, INC.
OF
GARY, INDIANA
1969

Enclosures

Plans and Priorities
1969
(CAP Form 81)

Demographics
(CAP Form 5)

Planning Staff
Metro Corps, Inc.

December, 1968

LEADERSHIP TRAINING PROGRAM

RENTAL, LEASE OR PURCHASE OF EQUIPMENT CON'T.

OFFICE FURNITURE:

		Year Fed.	Total Non-Fed.	TOTALS Fed.	TOTALS Non-Fed.	Gra
3 Desks	@ $101.00 ea.	$ 303				
2 Chairs	@ $86.00 ea.	172				
2 Large circular conference tables	@ $40.00 ea.	80				
2 legal size 4 dr. file cabinet	@ $60.00 ea.	120				
2 4' X 8' blackboards	@ $20.00 ea.	40				
35 Chairs	@ $3.00 ea.	105				
3 Folding Conference tables	@ $40.00 ea.	120				
TOTAL				$ 940		
7. OTHER COSTS						
2 Telephone lines at $7.00 per month (In-Kind from City) local service charge @ X 12 plus $75 per month long distance service charge X 12		1,068				
Postage printing at $5 per person X 20		$ 100				
TOTAL				$ 1,168		
GRAND TOTAL						$ 8

TRAVEL

	Year Fed.	Total Non-Fed.	TOTALS Fed.	TOTALS Non-Fed.	TOTALS Grand
3. Mileage: 4,000 miles @ $.10/ mile	$ 400				
Bus Fare:					
Trips $150.00 per trip X 11	1,650				
Trips $100.00 per trip X 13	1,300				
TOTAL			$3,350		
4. Space Costs and Rental					
Space 1900 Sq. ft. X $2.50 per annum	$ 4,750				
Total			4,750		
5. Consumable Supplies					
Teaching materials @ $25/youth X 20 Training positions	500				
Teaching materials for training and program participatns @ $10 X 50	500				
Office supplies					
TOTAL			1,000		
6. Rental, Lease, or Purchase of Equipment					
1 Movie projector	200				
1 Tape recorder	250				
1 Overhead projector	200				
			650		

8

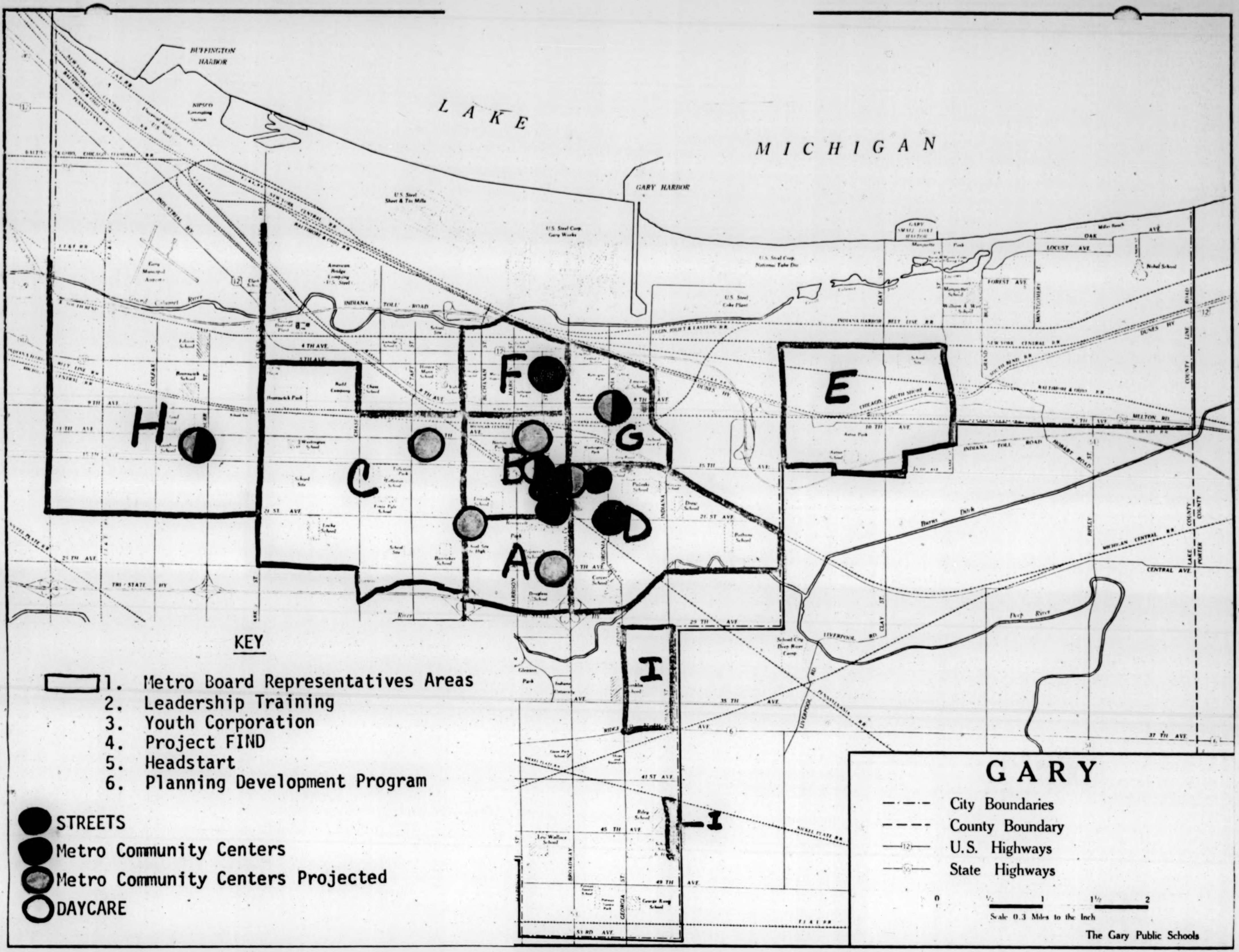
BUDGET, LEADERSHIP TRAINING PROGRAM

NO.	TITLE	HOURLY RATE	ANNUAL RATE	MONTH PER PERSON	Year Fed.	Total Non-Fed.	TOTALS Fed.	TOTALS Non-Fed.	TOTALS Grand
1	Program Director		10,000		$ 10,000				
2	Core Group Trainers	3.60	7,500	625	15,000				
1	Secretary	2.31	4,800	400	4,800				
1	Clerk-Typist (Trainers)	2.02	4,200	350	4,200				
20	Training Positions	1.60 @ 25 hrs/wk. $40 X 52 wks. X 20 people)			41,600				
TOTAL							$ 75,600		

CONSULTANTS & CONSTRACT SERVICES

Consultants:

	Year Fed.	Total Non-Fed.	TOTALS Fed.	TOTALS Non-Fed.	TOTALS Grand
One consultant every other week at $75/day (26 X $75)	1,950		1,950		


BUFFINGTON HARBOR
LAKE
MICHIGAN
GARY HARBOR
U.S. Steel Sheet & Tin Mills
U.S. Steel Corp. Gary Works
American Bridge Company U.S. Steel
U.S. Steel Corp. National Tube Div.
U.S. Steel Coke Plant
INDIANA TOLL ROAD
INDIANA HARBOR BELT LINE RR
NEW YORK CENTRAL RR
BALTIMORE & OHIO RR
MICHIGAN CENTRAL RR
CENTRAL AVE
DUNES HY
MELTON RD
LIVERPOOL RD
PENNSYLVANIA RR
TRI-STATE HY
Deep River
Burns Ditch
4 TH AVE
5 TH AVE
9 TH AVE
11 TH AVE
15 TH AVE
21 ST AVE
25 TH AVE
29 TH AVE
35 TH AVE
37 TH AVE
41 ST AVE
45 TH AVE
49 TH AVE
53 RD AVE
BROADWAY
GEORGIA ST
HARRISON
BUCHANAN
INDIANA
CLAY ST
RIPLEY
LAKE COUNTY
PORTER COUNTY
A
B
C
D
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I
KEY
▭ 1. Metro Board Representatives Areas
2. Leadership Training
3. Youth Corporation
4. Project FIND
5. Headstart
6. Planning Development Program
● STREETS
● Metro Community Centers
● Metro Community Centers Projected
○ DAYCARE
GARY
City Boundaries
County Boundary
U.S. Highways
State Highways
0 ½ 1 1½ 2
Scale 0.3 Miles to the Inch
The Gary Public Schools

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

COMMUNITY ACTION AGENCY PLANS AND PRIORITIES

Community Action Agency: Metro Corps of Gary, Inc.

Grant Number:

Concur: Area Board:

Date Board Chairman

Date Board Chairman

Concur: Major Policy Advisory Committee

Date Committee Chairman

Date Committee Chairman

METRO CORPS

Projected Planning and Time Cycle Chart

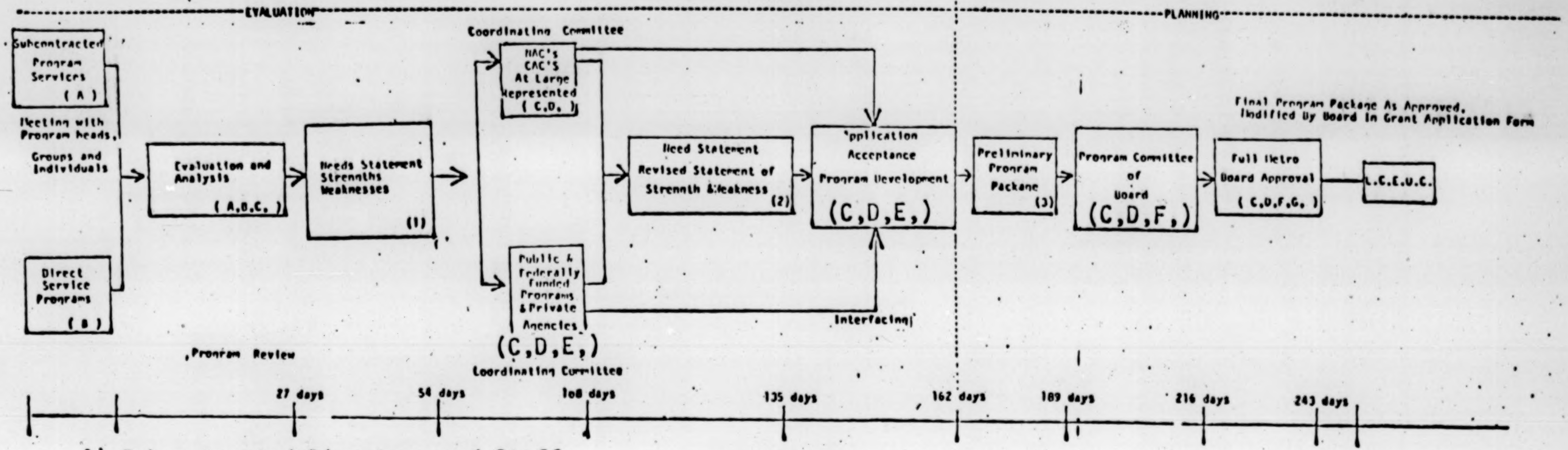

EVALUATION
PLANNING
Subcontracted Program Services (A)
Meeting with Program heads, Groups and Individuals
Direct Service Programs (B)
Evaluation and Analysis (A,B,C,)
Needs Statement Strengths Weaknesses (1)
Coordinating Committee
NAC's CAC'S At Large Represented (C,D,)
Public & Federally Funded Programs &Private Agencies
(C,D,E,)
Coordinating Committee
Need Statement Revised Statement of Strength &Weakness (2)
Application Acceptance Program Development (C,D,E,)
Interfacing
Preliminary Program Package (3)
Program Committee of Board (C,D,F,)
Final Program Package As Approved, Modified By Board In Grant Application Form
Full Metro Board Approval (C,D,F,G,)
L.C.E.O.C.
Program Review
27 days
54 days
108 days
135 days
162 days
189 days
216 days
243 days

Diagram Key

A) Subcontracted Directors and Staff

B) Direct Service Program Directors

C) Plans and Program Staff

D) Indigenous Organization and Community Groups

E) Public and Private Agencies and Federally Funded Programs

F) Public and Private Agencies and

G) Full Board of Metro Corps

L.C.E.O.C.) Lake County Economic Opportunity Council

1) Document in Response to Analysis

2) Document of Need Statements by Institutions, Community-at-Large, and Social Agencies

3) Prelimenary Program Package for Metro Corps Program Committee In Application Form

(D)

Aid to Families with Dependent Children Groups

East Side Neighborhood Action Council

Roosevelt Community Action Council

Community Action Council

Ad-hoc Youth Groups

West Side Parents Groups

NARRATIVE EXPLAINATION OF DIAGRAM

(A)

(A) Sub-contracted Director, or key staff members and (B) Program Directors, or key staff members assume initial task of developing a proto type program plan. Sub-contract Directors, Program Directors, with planning and program staff (C) Prepare a needs statement which is produced through contact with the Community.

(1) The needs statement is weighed for its strengths and weakness in preparation for the next step.

C - F

C - E

The program at this stage of development (approx. 108 days) is composed of reflections from the individuals and groups who comprise the spectrum of the community-Representatives of Community Action Groups,(*C-D) Private agencies, and Federally funded Agencies (*C-D) would evaluate the program statement in terms of detailed applicable objectives. They would schedule the phase application in such manner that all agencies would be aware of their responsibility for their contribution to this effort.
The special interests evident by the representation would steer the program into areas where there are evident weaknesses. These representatives submit on a continuous, basis, during this period, revision additions, and supply monitoring support.

* (See listing)

(C-D-E-F)

Program preparation involving Neighborhood Action Groups, private and Federally funded agencies and program staff. Refinement of program design in preparation for planning stage. Program is divided into individual components for the purpose of preparing a preliminary package. Information such as: proposals, budgets, personnel recommendations, material requirements, are assembled with particular program headings. Interfacing, the process through which duplication and overlay can be made vividly clear. Necessary and desirable inter-locking can be integrated in the most desirable manner.

(2) Documentation of Revised Statement as defined through Analysis and Evaluation Phase.

(3) Preliminary program package prepared in application form for program committee.

(C-D-F)

Program and planning staff with community organizations, present program package to the Metro Corps Program Committee. The committee is responsible for ascertaining the program addresses its self to the needs of the areas they, the Board, represent. Modifications are made accordingly. Checkpoint procedure is complied with to document cooperation.

(C-D-F-G)

The Metro Corps Board of Directors responds to the presentation of the final program package in grant application form.

Lake County Economic Opportunity Council

The program is presented to Metro Corps' parent C.A.A. for review and approval.

INTER-AGENCY YOUTH COMMITTEE ROSTER

Concentrated Employment Program
738 Broadway
885-0565

Model Cities
City Hall
886-2461

Soul, Inc. (M.O.T.A.)
1927 Broadway
885-8478

Baber Youth Center
2005 Massachusetts Street
886-9561

Community Recreation
School City of Gary
620 East 10th Place
886-3111

Gary Dept. of Public Parks
300 Jackson Street
886-2461

Gary Youth Commission
City Hall

Allerding Settlement House
630 West 15th Avenue
886-2863

Campbell Friendship House
2100 Washington Street
886-3663

Gary Neighborhood House
1700 Adams Street
882-1550

Stewart Settlement House
1507 Massachusetts Street
882-4070

YWCA
30 East 6th Avenue
886-9196

YMCA
225 West 5th Avenue
886-1495

Anderson Boys' Club
700 Adams Street

INTER-AGENCY ROSTER CONTINUED

Gary Housing Authority
738 Broadway
883-3303

Lake County Juvenile Court
4th Ave. and Broadway
885-6141

Gary Human Relations Commission
City Hall
886-2461

Gary Neighborhood Youth Corps
900 Madison Street
886-2681

St. Hedwig's Referral Service
1746 Pennsylvania Street
883-9732

Community Action Committee
1223 Washington Street
883-2611

Sgt. Roy Rice
Juvenile Bureau
Police Department
1301 Broadway
886-1411

American Federation of Teachers-Local 4
3139 West 11th Avenue
949-9261

Midtown Ministerial Association
2005 Massachusetts Street
886-9561

Baptist Ministerial Alliance
3140 West 21st Avenue
949-2225

Gary Fellowship of Ministers
601 Pottawatomi
938-2834

United Fund of Greater Gary Area, Inc.
504 Broadway
883-9606

Spanish Youth Organization
640 Tyler Street
882-6079

Summer Program Supervisor
Mrs. Dorothy Jackson
542 East 5th Avenue
938-2069

Summer Program Supervisor

INTER-AGENCY ROSTER CONTINUED

Summer Program Supervisor
Mrs. Mary Tellez
3449 West 9th Place
949-5486

Summer Programs Supervisor
Mr. Kofi Omawale
2313 Filmore Street
883-8830

Mrs. Juanita Harris
Summer Programs Supervisor
3336 West 11th Avenue

Summer Program Supervisor
Mrs. Rebecca Baker
2264 Wheatley Terrace
885-0789

Summer Program
St. Luke's
640 Vermont Street
882-9301

AFDC Mother's Club
716 Rhode Island Street
886-9107

Gary Neighborhood Centers Assoc.
575 Washington Street
885-8452

Concentrated Employment Program
738 Broadway
885-0565

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

Form Approved
Budget Bureau No. 116-R0157

COMMUNITY ACTION AGENCY PLANS AND PRIORITIES

Community Action Agency: Metro Corps of Gary, Inc.
Program Year: ________
Grant Number:
End Date:

I. CAA PLANNING:

Page

a. What is the CAA's planning process? (1)
b. What other agencies in the community are responsible for planning with respect to poverty? (1)
c. How will the CAA strengthen community capabilities for planning? (1)

II. CAA PRIORITIES:

a. What are the major causes or conditions of poverty in the community served by the CAA? (2)
b. What programs or services, other than those of the CAA, related to poverty problems are provided in the area served by the CAA? (7)
c. What are the CAA's priorities for the coming program year? (7)
d. What are the CAA's goals for the coming program year? (9)
e. What are the CAA's goals for the next three years? (17)

III. CAA PROJECTS:

a. What poverty problem or problems will the project address? (20)
b. What alternative ways of approaching the problems have been considered? (21)
c. What are the specific objectives of the project? (21)
d. How will each program account in the project help achieve the project's objectives? (21)
e. What other programs, not funded by OEO/CAP, will be administered by or through the CAA as part of the project? (25)
f. How will the program accounts and other CAA administered programs be tied together to increase project effectiveness? (25)
g. How will the projects be coordinated with complementary programs operated by other agencies? (25)

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

Form Approved
Budget Bureau No. 116-R0157

COMMUNITY ACTION AGENCY PLANS AND PRIORITIES

Community Action Agency: Metro Corps of Gary, Inc.

Program Year: ________

End Date:

Grant Number:

Page

I. CAA PLANNING:

a. What is the CAA's planning process? (1)

b. What other agencies in the community are responsible for planning with respect to poverty? (1)

c. How will the CAA strengthen community capabilities for planning? (1)

II. CAA PRIORITIES:

a. What are the major causes or conditions of poverty in the community served by the CAA? (2)

b. What programs or services, other than those of the CAA, related to poverty problems are provided in the area served by the CAA? (7)

c. What are the CAA's priorities for the coming program year? (7)

d. What are the CAA's goals for the coming program year? (9)

e. What are the CAA's goals for the next three years? (17)

III. CAA PROJECTS:

a. What poverty problem or problems will the project address? (20)

b. What alternative ways of approaching the problems have been considered? (21)

c. What are the specific objectives of the project? (21)

d. How will each program account in the project help achieve the project's objectives? (21)

e. What other programs, not funded by OEO/CAP, will be administered by or through the CAA as part of the project? (25)

f. How will the program accounts and other CAA administered programs be tied together to increase project effectiveness? (25)

g. How will the projects be coordinated with complementary programs operated by other agencies? (25)

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

COMMUNITY ACTION AGENCY PLANS AND PRIORITIES

Community Action Agency: Metro Corps of Gary, Inc.

Grant Number:

	Page
h. How will the CAA assure maximum involvement of the poor and target area residents in planning, developing, operating and evaluating projects?	(25)

IV. CAA AND THE COMMUNITY:

a. What are the attitudes of other community agencies toward the CAA?	(36)
b. How will the CAA act as an "advocate of the poor" in the community?	(36)
c. How will neighborhood residents and groups be helped to work with public agencies and private groups, firms and institutions to seek solutions to problems of common concern?	(36)
d. How will the CAA promote greater use of new types of services and innovative approaches in attacking causes of poverty?	(36)
e. How will the CAA influence community attitudes and behavior to stimulate an increase in and more efficient and effective use of Federal, state and local resources against poverty?	(37)

V. BOARD AND COMMITTEE APPROVAL:

The signature indicates that the Boards and Committees have had an opportunity to review and comment on the description of the CAA Plans and Priorities and that the Boards and Committees concur with the description.

Concur: Governing Board: Jan. 17, 1968 (Date) Stanley A. Terry (Principal Officer)

Concur: Governing Officials: ________ Date ________ Principal Governing Official

Concur: Administering Board: ________ Date ________ Principal Officer

Concur: County Board: ________ Date ________ Board Chairman

________ Date ________ Board Chairman

________ Date ________ Board Chairman

CAP FORM 81 AUG 68

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

COMMUNITY ACTION AGENCY PLANS AND PRIORITIES

Community Action Agency: Metro Corps of Gary, Inc.

Grant Number:

Concur: Area Board:

Date ________ Board Chairman ________

Date ________ Board Chairman ________

Concur: Major Policy Advisory Committee

Date ________ Committee Chairman ________

Date ________ Committee Chairman ________

CHART NO. I

COMMUNITY SOCIAL SERVICE AGENCIES
GARY, INDIANA
DECEMBER 1968

NAME OF AGENCY	1967 or 68 (Per Year) No. of Persons or Families Served	AREA SERVED	GOALS AND OBJECTIVES	COMMENTS
Calumet Township Trustee 501 Penn. St.	120,000 70% of these present year	Calumet Township	Handles public aid to indigent transients, unemployed individuals and heads of families, ineligible for DPW. Emergency aid to families unable to meet their needs	Too much red tape waiting period too long, for those in need of emergency aid. Food vouchers given instead of food stamps. Aid given at discretion of caseworker.
Cooperative Extension Service of Lake County Courthouse Bldg. Crown Point, Ind.	54,000	Lake County	Organizes and supervises neighborhood groups in homemaking arts and skills in an effort to upgrade the living standards of low-income families.	Very effective - reaches many people. Have co-operated with us in several programs.
Dept. of Public Welfare 15 W. 4th Avenue		Lake County	Provides financial assistance to the sick, blind, disabled, crippled, needy aged, deserted mothers, neglected and delinquent children, also social service and rehabilitation program for recipients.	Effective once person gets on rolls, processing too long. Grants too small.
Gary Goodwill ndustries 224 Broadway	25	Gary	Emp.-Trng and rehabilitation of disabled persons. Hires persons who cannot qualify for jobs in industry, trns and refers to organizations. Sells household goods and clothing at low cost.	Effective but wages paid to workers not sufficient to exist on. In some cases training not extensive enough to secure jobs.
ndiana State Employment Service 45 Wash. St. lso Employment ecurity Division	69,224	Gary	Rec. and process claims of unemployed workers. Secure employment for skilled and unskilled labor. Recruit enrollees for training programs and vocational education classes for adults, school dropouts.	Training classes not long enough and not extensive enough. No market for some skills acquired. Job placement very poor for the unskilled and not very good for the skilled among those we referred there.
lcoholism Clinic f NW Indiana 938 W. 5th Ave.	300 New 175 Ret.	Northwest Indiana	Rehabilitation of Alcoholics	Good as far as it goes. Needs outreach workers to follow up on clients. Also needs program to help wives and families of the alcoholic.

	OR FAMILIES SERVED (Per Year)	SERVED		
Gary Housing Authority 738 Broadway	1,315 Housing Units	Gary	Provide low cost housing.	Very effective, but lack of housing units puts families on waiting list for years. Also, income guidelines too high; some people do not have enough income to live in public housing.
Lake County Mental Health Clinic 4801 W. 5th Ave.	764 new families 5,736 interviews with professionals	Lake County	Provide psychiatric services	Effective, but should serve adults as well as children
Cerebral Palsy of Lake County, Inc. 2323 W. 11th Ave.		Lake County	Provide all possible services available to persons handicapped with this disability	Very cooperative and receptive, when we have occasion to use their services
Lake County Association for Retarded Children 2702 W. 35th Ave.	336	Lake County	To promote the general welfare of the mentally retarded and faster development of programs. Have adult sheltered workshop.	Effective and very receptive when we have occasion to make referrals to them.
Salvation Army 824 Wash. St.	15,000	Gary	Provides counseling services to youth, adults and families. Maternity care. Family and transient welfare assistance with food-clothing-transportation and lodging. Work with Alcoholic Rehabilitation, Senior Citizens, Prison releases and Summer Camp.	Effective in emergencies. Provides numerous baskets for needy families on holidays.
Salvation Army Mens Social Service Center 1401 Madison St.	8,000	Gary	Work with men with handicaps such as: aged, addiction, alcoholism. Can furnish room and board, has therapy workshop. Counseling-medical help.	Effective, but does not serve enough people, cannot accomodate with rooms and board for more than 2 or 3 days.
American Red Cross 575 Mass. St.	10,918	Gary	Financial aid to vets and/or families. Help fire and flood victims. Relocate and add financial support in housing needs after disaster.	Very little help given with housing and furniture after disaster. Mostly just provide one set of clothing per family member-Does in many cases provide deposit for public housing
Protestant Welfare Service 575 Wash. St.	1,300 Families	Gary	Assist families in need who are not eligible for public assistance	Very effective, very cooperative. Have helped numerous families who could not receive aid elsewhere.

ENCY	NO. OF PERSONS OR FAMILIES SERVED (Per Year)	AREA SERVED	GOALS AND OBJECTIVES	COMMENTS
lanned Parent- ood Association 75 Wash. St.		Gary	Provides birth control information and supplies free to low-income families and individuals	Very effective - but needs to reach more people - too few locations.
ary Rescue ission 51 Adams St.	1,150	Gary	Provides free meal and bed for destitute men	Effective, but does not serve enough people
t. Hedwig Re- erral Center 746 Penn. St.		Gary	Under Catholic Charities. Assist families in need who are not eligible for public assistance.	Very effective, have helped hundreds of persons not able to get help elsewhere.
egal Aid Society 38 Broadway	1,763	Gary	Provides free Legal Counsel for the indigent	Effective, but processing too lengthy. They don't inform clients of possibility of waiver of fee.
odel Cities ity Hall	In planning stage	9 - 15 Bdwy-Madison 15-21 Virginia-Grant	To improve housing, Social Services, Schools and Recreation in Target Area	
ocial Security edicare 10 Conn. St.	Over 10,000 in Lake County	Lake County	Counseling and help with Social Security and Medicare forms	Very effective
eterans Service 5 W. 4th Ave.		Gary	Supplies information to Veterans	
eterans Admini- tration 10 Conn. St.		Gary	Handles pension applications	Effectove
mith Memorial nd. for Blind 948 Broadway		Gary	Sheltered Workshop for blind and handicapped. Makes and distributes products.	
ewish Comm. Serv 08 Broadway	1,000	Gary	Programs for Senior Citizens, Family Counsel, Welfare to needy	
edevelopment ommission 48 Wash. St.	Phase I of Midtown West began acquisition and demolition stage this year	Gary	Renewal and relocation of residents in target area	Effective - have placed several of our referrals in jobs - helpful with relocation and problems of relocation

AGENCY	NO. OF PERSONS OR FAMILIES SERVED (Per Year)	AREA SERVED	GOALS AND OBJECTIVES	COMMENTS
Concentrated Employment Program 738 Broadway	1,704	Gary	Job development and training program for the hard core unemployed and under employed - limited to Model Cities target area plus area north of target area	Not all programs operational yet
Soul, Inc. 1827 Broadway	Approximately 1000 each week	Gary	Corporation run by youth to provide recreation for hard core youth. Has Labor Department funds	Started this year.
Visiting Nurses Association 1429 Virg. St.	1,200	Gary	Services include home care visits-health clinics & school testing. Clinics for expectant mothers. Crippled children care. V.D. home visit for infant care. Teaching V.D. control	Effective, but cannot serve enough people. Processing for aid is lengthy and involved.
Food Stamp Office 1604 Broadway	11,000	Gary	Disburses food stamps which assist low income families to buy more food	Very effective, but has not reached all eligible families. Often buying large amounts of food stamps at one time is a hardship.
Senior Citizens Council 146 Marshall St.	3,595	Gary	Organizes and coordinates senior citizens clubs. Provides I.D. cards for reduced drug rates.	Effective in what it does
Vocational Rehabilitation 475 Broadway	400	Lake County	Provide for the handicapped an opportunity for job prep. serv. available to voca. disabled regardless of ability to pay. Complete diagnostic service. Medical examination. Guidance training and tuition placement and follow-up	Often effective-processing too lengthy - job placement in many cases is poor.
Neighborhood Youth Corps 00 Madison St.	760	Gary	Provides full or part-time work experience for youth 16-21 enabling them to return to school or increase employability	Often effective - many people do not benefit by training - Out stations need better supervision and training.

Metro Corps is a new delegate agency, born in June, 1968. Model Cities exists in a planning stage; and CEP, the Manpower Component of Model Cities, was initiated this year. Consistent with Metro Corps' planning process, as community need is defined and programs are planned, the CDA and CEP will be consulted and involved in our planning process, as is true now of their role in the formulation of our present priorities, goals and program objectives. (See planning cycle diagram)

It is the intention of Metro Corps to strengthen Gary's planning capabilities by taking the impetus in coordinating planning, expanding community agencies, and increasing their awareness of the characteristics and extent of poverty as it exists in Gary. It is Metro Corps' purpose in this area to assist in the development of viable planning bodies which are community based with the potential for marshaling resources to bring to bear on problems defined by the groups. Metro Corps, as an advocate of the poor, will seek to expand the concern of the committees from present priorities to long-range planning and resource development which will create comprehensive programs in all areas of the socio-economic spectrum to relieve the conditions of poverty.

II. CAA PRIORITIES

a. What are the major causes or conditions of poverty in the community served by the CAA?

Gary is a young city, created early in this century. Its early inhabitants came primarily from eastern and southern Europe to work in the steel mills for which the city was founded. Succeeding immigrants came from the south and this trend is continuing, added to more recently by population movements from Mexico and Puerto Rico.

Most of the groups originated in rural areas with a declining market for their skills. Their transfer to an urban setting which is not fully prepared to help them, has resulted in unemployment and under-employment because their skills are not adequate to the changing technology. Long standing patterns of discrimination in employment and housing have made this situation even worse for many of families.

Total population of the City of Gary is 176,942 persons, according to the U.S. Census of 1960. The ethnic breakdown of population was 69,123 Negro, 2,946 Puerto Rican and 3,085 Mexican Americans and the rest Caucasians of many national origins. As of the 1960 census 3.4 per cent of males in the labor force were unemployed. In the midtown area the figure is 7 per cent. We suspect that this figure represents those males who were actively registered and looking for work and does not include those individuals who were not registered in employment centers. For women the figure is much higher. Eight and six tenths (8.6%) per cent of all persons under 21 years of age were receiving some form of AFDC payment and in a more recent compilation of data about AFDC recipients in Gary, the Department of Public Welfare of Lake County, Indiana, noted that 58 per cent of families receiving such payments had at least one child born out of wedlock. Of the 43,435 families as of the 1960 census residing in the Gary area, 13.8 per cent were earning less than $3,000.00 per year. Conditions have not appreciably improved.

As of the 1960 census, almost half of the population of the city of Gary, Indiana, was under 21 years of age. This trend has continued. When we view this statistic in the light of the fact that only 10.8 per cent of the residents of the Gary area were 65 years of age or older, we see a trend to a younger population, which has only accelerated since the census. Youth development in Gary is one of the areas that has been significantly neglected.

In a final report of a study released by the Community Renewal Program, dated August, 1968, the following observations were made about conditions of housing and structures in the Gary area. Some of those observations follow: "The absence in any urban area of such common expected public improvements as sewage, water supply, paved streets, storm water drainage, gutters, curbs and street lights cannot but encourage substandard building development and induce blight. This is evident in the Small Farms area, study area 43, where 55 per cent of all primary structures are blighted to a degree requiring clearance or or major rehabilitation." This report continues: "Rats are a bitter symbol of ghetto life. In Gary, they appear most prevalent in the Midtown area and in western sections of the city that have poor housing and substandard environmental conditions. In 1966, the Gary Health Department investigated 175 rat complaints and handled 360 garbage complaints and 140 cases of rat harborage. These figures do not begin to suggest the dimensions of the rat problem in Gary. If the same rat to human population figures that are developed on a national basis by the U.S. Public Health Service are applied in Gary, the rat population of the City is probably no less than 85,000 animals. On the basis of other estimates, 180,000 rats could be in Gary."

In addition to the Small Farms area, as much as 53.69 per cent of the structures are substandard in many areas of the inner-city. By an estimate of this report, 40 per cent of all structures in the Gary area surveyed were in substandard condition. It continues: "Among the more subtle but significant causes of blight in Gary are the factors that influence the supply of new housing in the city in the last decade. The construction industry and its supporting investors have been unable to put in place in Gary a sufficient number of rental units to meet the housing needs of the city's population, particularly its families of low and moderate means. The municipal government has also failed in recent years in its sponsorship of public housing for low income families and elderly persons. Not enough public housing has been built to accommodate anticipated urban renewal activities and to house the city's poor. These failures and market response of the city's housing industry and its public housing program have resulted in the unlawful conversion of many older single family houses to substandard multi-family units" recently.

The serious overcrowding associated with the Midtown area and now developing on the west side and neighborhoods northwest and west of the central business district are characterized by upward pressures on rent. The rental housing shortage has the additional effect of reducing the aggregate level of property maintenance since the competitive pressure on landlords to attract and hold tenants are lowered. Low-income tenants are put in a poor bargaining position because there are few places to which they can move. In Gary, administration of housing code enforcement has been inept. The consequences were predictable. Many of the community's housing areas have deteriorated years in advance of their normal economic life. At the present rate of inspection activity, 44 years will pass before each dwelling is inspected by the city building department." Only recently has progress been made in this area.

The same report by the Community Renewal Program goes on: "Unlawful behavior and crime, when concentrated in an area, cannot but accelerate neighborhood deterioration and blight. Large industrial cities, such as Gary, with their attendant poverty and disorganization, typically exhibit higher crime rates than is the case across the nation. The following figures give annual crime rates per 100,000 of population for the Gary, Hammond, East Chicago area and other selected statistical reporting units for 1964 and 1966. In 1964 incidence of major crimes, including criminal homicide, forcible rape, aggravated assault, burglary, larceny, and automobile theft, was 1,921.2 per 100,000 population for the Gary-Hammond-East Chicago area. In 1966 it was 2,045.3, clearly an indication of a rise within a two-year period.

The report further states: "These figures suggest that crime against persons and property are a problem that needs vigorous police administration and remedial welfare programs." The report includes a map which shows a high concentration of vice in the Midtown neighborhood and has this to say about its findings. "The presence of vice activities in an area in the volume indicated shatters neighborhood stability and lessens property values. Vice alone did not make Midtown, but when linked with other adverse influences, it contributed to the area's decline."

It is difficult to come by health statistics in Gary. But the community renewal study reports a high infant mortality rate in the Midtown area. Project FIND found poor health care one of the major problems of the aged. The city and the county have no out-patient services for medical care. Only V.D. control and T.B. treatment are free. Only through welfare and township trustee recipients get free medical care and only the first is comprehensive. Health services for the poor is one of prime needs in this area.

The low average educational attainment of the population of the city creates great need for compensatory education measures, basic education, job training, parent education, consumer information. The schools are taking major steps to fill this need and so is C.E.P. But much more needs to be done.

A basic reason for the perpetuation of poverty appears to be public apathy, which permits civil and public service structures to perpetuate conditions which are insensitive to the needs of America's poverty population. It is this unconsciousness to the conditions and lack of social participation of a large segment of our population which permits the cyclical perpetuation of conditions of human station which we identify as poverty. It is to this apathy that Metro Corps hopes to address itself during the coming year.

b. What programs or services, other than those of the CAA, related to poverty problems are provided in the area served by the CAA?
See Table No. I.

c. What are the CAA's priorities for the coming program year?
The Metro Corps Board of Directors categorized proposed programs in priority order as follows:

1. Streets Program
2. Day Care
3. Metro Centers
4. Summer Programs
5. Headstart
6. Youth Corporation
7. Project F.I.N.D.
8. Leadership Training
9. Planning

In accordance with this directive Metro Corps will focus the attention of the "concerned community of the poor" on its youth as its greatest single resource and attempt to develop responsibilities within the community for the development of its children and youth.

STREETS

Metro Corps will assist the youth of Gary to recognize, understand and reject self-defeating behavior as this behavior relates to delinquence and waste of youthful resources.

Metro Corps will assist the broader community of Gary to recognize the waste of youthful human resources and therefore the squandering of tomorrow's human legacy, inherent in the culture of poverty.

DAYCARE - HEADSTART

Metro Corps will address itself to child development in the communities of poverty in the city of Gary that it might focus the community's attention on the child as its most valuable resource and attempt to provide experiences to enrich the early childhood years and make meaningful a social acclimatization process necessary for participation in the main stream of American society.

METRO CORPS COMMUNITY CENTERS

Metro Corps will work for the improvement of existing conditions through providing opportunities and assistance to the impoverished in gaining knowledge of existing resources. It will reach out and extend itself in relationship-building activities with the deprived and disadvantaged. It will involve them in activities designed to bring immediate relief to emergency situations and through referral to existing resources; it will insure their knowledge of rights and access to services to the extent and quality provided by law. It will follow up with groups and individuals to insure that the avenues of available resources are sufficient to relieve the conditions which cause our concern.

SUMMER PROGRAMS

Metro Corps will initiate programs and activities to promote community awareness at all levels of responsibility for community affairs. Metro Corps will promote and develop resources as tools to assist the impoverished in overcoming their condition. Metro Corps will attempt to salvage, by the implementation of program vehicles, those human resources that are fodder for vice and corruption and decay of the human spirit. Metro Corps will involve itself in a helping relationship and partnership with the people who have created it to act as hope for the alleviation of unbearable conditions.

YOUTH CORPORATION

Metro Corps will involve itself in a youth development program designed to teach the youth the value and meaning of effective social participation and to open avenues and develop skills and new awarenesses of self and community; to involve them in profit making ventures.

PROJECT F.I.N.D.

Metro Corps will attempt to assist the senior citizens in the City of Gary in outreach and support programming in the coming program year.

LEADERSHIP TRAINING

Metro Corps will involve the collective voice of the "people of poverty" in a dialogue with institutions, organizations and agencies to gain a significant voice in the decision-making processes which affect their lives. Metro Corps will develop those programs which will enable the poor to participate in self-determination for their communities.

PLANNING DEVELOPMENT PROGRAM

Metro Corps will assist in the development of adult human resources and assist with the construction of programs to insure the collective and individual development of skills and potential as additional means of relieving existing conditions of poverty. Metro Corps will develop communication vehicles and tools to assist in establishing a permanent and meaningful dialogue between the generations existing in poverty, that human resources might better be consolidated for an all out effort to significantly effect cyclical poverty.

Metro Corps will devote itself to the development of meaningful planning bodies of community agencies and individuals concerned with the problems of the poor or disadvantaged, and will seek to analyse and address, through relevant program structure, the poverty cycle in the city of Gary.

d. What are the CAA's goals for the coming program year?

PROGRAM GOALS

1. Streets Program:
    a. To relate with hard-to-reach youth, between the ages 13-24, through a developmental program for juvenile delinquency prevention and control.

- b. To involve indigenous citizens, youth, parents, and Social Services in the solutions to the problems of youth.
- c. To involve 25 percent or 3,000 youth in the utilization of the services of the Streets Program.
- d. To recognize the needs of community youth.
- e. To construct specific programs dictated by the interactions between community youth and staff.
- f. To develop a time table which involves employment, training, orientation of staff, youth, and advisory councils.
- g. To develop the functions and responsibilities of the policy advisory council to assist in interpretation, recruitment of staff, and sponsor involvement of the total community.
- h. To coordinate and implement the program through an inter-agency committee on youth.
- i. To set up at least one station or center as a control group with built in evaluative instruments.
- j. To implement through a team of consultants, staff, indigenous people and volunteers the "Streets" program.

2. Day Care:
   - a. To initiate an intervention program in an area suffering from a high degree of disorganization and alienation.
   - b. To develop indigenous leaders and free them to take an active part in community development and self-determination.
   - c. To enrich the early years of children in an area with low education attainment on the part of the adult population and a high drop-out rate among youths.
   - d. To initiate a daycare program not just as custodial care but as an educational experience in the learning continuum for both children and parents.

e. To structure program with health, social work, and parent participation components as a model for daycare in the community.

f. To serve 40 children from 3-5 years old from 450-500 potentially eligible children in this area.

g. To implement a balanced daily schedule of structured activity and free play, individual and group play, vigorous and quiet activities, planned toward encouragement of the child's potential interest and growth.

h. To implement immunization clinics, T.B. tests, vision, hearing and speech tests as well as physical and dental examinations for all children.

i. To provide transportation to the center for all children except those within easy walking distance.

j. To install a center advisory council of 6 parents, 2 representatives of the Alerding House Board of Directors and 1 representative of the Gary Neighborhood Centers Association service committee, to assist in the recruitment of teachers, aides, and volunteers.

3. Metro Corps Community Centers:

a. To staff community centers as follows: 1 Community Worker III, 1 clerk-typist-receptionist and Community Workers I and II, the number depending on the size of the center.

b. To do referral work, develop programs and community organization in the area covered by the center (See map).

c. To assist low-income individuals and families to get help from existing resources.

d. To attempt to bring about changes in agency practices that create hadships for the poor.

e. To seek to bring about social change through community action, by generating and working with indigenous organizations like neighborhood action councils, tenant councils, buying clubs and producer coops.

f. To seek to increase the voice of the poor in the community decision making processes and deal with the causes of poverty.

g. To work to fill needs in areas where there are insufficient or no resources.

h. To offer programs of tutoring, consumer information, and other classes and generate such programs in other local institutions.

i. To assist in the development of other Metro Corps funded programs like Streets, Summer Programs, Day Care Centers; convey to Metro Corps' administrative staff other unmet needs of the community and involve the community in the design and operation of these programs.

j. To function with neighborhood action councils as local boards for the centers, creating meaningful local control.

k. To elicit participation by one-third of 5,173 families in Gary who have income below $3,000 (according to the 1960 census).

4. Summer Programs:

a. To develop Summer Programs with concerned community groups and leaders.

b. To fund such programs for the purpose of implementing and expanding community involvement in design and program implementation for youth to have the opportunity to put their skills to work by directing children and other out of school youth in projects which lend themselves to summer enrichment activity.

c. To involve adult members of the community to assist youth in implementing activities of community rehabilitation, recreation, cultural enrichment, summer job development and others.

5. Headstart:
    a. To involve 900 children in Headstart from June 16, 1969, to August 13, 1969, from three control centers, located at Beveridge, Duncan and Drew schools.
    b. To hold classes from 8:30 A.M. to 11:30 A.M. daily and each classroom to have 15-16 children, a teacher, paid aide and volunteer aide.
    c. To involve each child in the Gary Oral Language Program, Perceptual Motor Development Program, and 4 field trips.
    d. To implement a Policy Advisory Committee made up of two parents and the PTA president from each feeder school.
    e. To implement pre-service training for colunteers, aides and professional staff; weekly in-service meetings for all aides and professional staff.
6. Youth Corporation:
    a. To implement under the direction of Metro Corps of Gary, Indiana, a Youth Corporation for the purpose of engaging the young in the business of economic development within their community.
    b. To insure attainment of the objective by extensive effort in pre-training.
    c. To engage a supportive staff for the express purpose of developing the Youth Corporation.
    d. To research the business community for technical assistance, and assistance in obtaining materials and equipment.
    e. To research the business community for assistance in obtaining business sites, feasibility of projects, etc.

f. To involve youth in positive development by providing an atmosphere conducive to strengthening the programs of the family of social service agencies.

7. Project F.I.N.D.:

    a. To serve through outreach older persons (60 years and older).

    b. To employ a staff of senior citizens to seek out the elderly in their neighborhoods to:

        Refer them to services that meet their needs.
        Provide transportation if necessary.
        Follow up to make sure they received help.
        Encourage the elderly to express their needs and involve them in making improvements in services.

    c. To assign staff who will concentrate on community organization of the aged poor and work to create other programs designed for their needs.

    d. To employ: one team captain, 4 (2) referral aides - the latter all elderly poor - one community organizer and 1 driver will work out of Metro Corps centers.

    e. To provide one leased vehicle for transportation to agencies or for medical care for those who need it, since transportation is often not readily accessible and the elderly and ill have difficulty getting on buses.

    f. To develop a policy advisory committee to formulate ideas on solving the needs of the aged and recommend changes and improvements in the program.

    g. To seek community participation to advocate legislation to improve benefits for the aged poor.

    h. To continue in modified form project FIND (Friendless, Isolated, Needy, Disabled) which was funded as a demonstration project through the National Council on Aging for the past year and a half.

8. Leadership Training:

    a. To provide a framework through which inner city youth may have the opportunity to gain increased awareness of self, obtain real knowledge of economic and political systems, think independently and objectively when choosing methods to solve their problems, and design, plan, and operate programs aimed at establishing comprehensive Youth Programs in the city of Gary, Indiana.

b. To specifically advance the re-organization of the City's Administration Youth Program mechanism which would be hopefully implemented over a period of three (3) years following the initial one-year of program development time period.
c. To increase self-awareness and pride in inner city youth.
d. To expand and increase youth decision-making skills
e. To increase political awareness among youth.
f. To encourage relevant institutional responses to youth needs.
g. To increase employment opportunities for youth.
h. To generate new careers for youth.
i. To increase youth's opportunities for economic development.
j. To create new roles for youth in community and government decision-making program operations.
k. To organize and unite youth in the city of Gary.
l. To establish an independent youth organization.
m. To pursue advocacy programs for and by youth.
n. To gather, synthesize, and disseminate relevant and useful information.
o. To develop and test curriculum materials for youth.
p. To develop models for replication in other cities.
q. To foster a symbiosis of teaching and learning between youth and agency-organization functionaries.

9. Planning Development Program:

a. To develop a Planning and Development Program which will address itself to the task of increasing the coordination and mobilization of public and private resources in Gary.

b. To define unmet needs and plan for the expansion of present resources and the development of new ones where gaps in services are identified.

c. To work closely with neighborhood action councils, other indigenous groups, satellite center advisory committees, as well as center staff and Metro Corps Board and administrative staff, and involve them in dialogue with agencies, the business community and all sectors of the city in a joint attack on the problems of poverty.

d. To utilize the already created coordinating committee of youth serving agencies as a vehicle for broad planning.

e. To establish a social service coordinating councils, since Gary does not have a welfare council.

f. To develop close relationships with Model Cities and C.E.P.

g. To develop planning efforts devoted to health care.

h. To work with and through the Roosevelt Neighborhood Action Council, which has made the development of health services for the poor its main project during the past year.

i. To staff this account with a Plans and Program Director, a Program Developer and a Program Assistant.

j. To participate in community organization with the centers system and with the social services and special program departments in the identification of problem areas for which new programs need to be developed.

k. To gather the statistics which will define the characteristics unique to Gary or any of its neighborhoods and develop staff skills in program development and techniques of social change.

e. What are the CAA's goals for the next three years?

Metro Corps will endeavor to refine and expand the projects which it hopes to implement this year and include other accounts to deal with conditions of poverty not yet addressed.

1. Youth Development Project:

   Our initial efforts at youth development are geared for high impact results. We seek such results to immediately arrest wide spread negative youth behavior as a means of relieving the trend toward community polarization along age and race continuems.

   At the conclusion of the next program year, when we have a year's experience behind us, we hope to have achieved the following:

   a. To have the attention and trust of the youth population of Gary.
   b. To have focused the attention of the broader community on youth needs in the city of Gary.
   c. To have marsheled community support for substantive long range programs to meet youth needs.
   d. To have achieved youth involvement in program design and content.
   e. To have educated the broader community to our approach to the resolution of youth problems in the city of Gary, Indiana.

   At the conclusion of this program year plus two (2), we hope to have youth involved in programs of the following accounts: #07, #08, #11, #12, #16, #19, #23, #25, #26, #27, #29, #36, #37, #41 and perhaps others.

   Our major thrust in youth development program will be aimed at relieving the current rate of attrition from institutions of social acclimitization. To this end youth guidance vehicles will be researched to slow attrition and reclaim large portions of the "alienated" population. One of the ways in which this might be done is through the formalizing of youth counciling concepts to be found in our present youth development vehicles.

To this end future requests will see the inclusion of program account numbers: 27, 28, 29, 11, 12, 13, 14, 15 and 16.

2. Child Development:

Our three year objective in this area is to serve in Headstart 2700 children on a semester system in a year round full day program. Present program is a summer program serving 900 children.

A new program account which may be utilized later in our three year projection is #25 (parent and child centers). Health elements in this account may be relegated by them to the comprehensive health program which we are projecting for year two or three.

Daycare in program year two is expected to double if not triple from our present program to serve 40 children to one which will serve 80 to 120 children. In program year three we hope to serve 300 children in our early development programs.

3. Metro Corps Community Centers:

Metro Corps Community Centers will be expanded in the next three years to a total of nine (see map). Certain activity of advocacy such as consumer information, housing coops, buying clubs, etc., presently structured in central administration as support personnel, will conceivably be moved out to each center as increased resources allow for additional specialization. Assimilation of experiences with the advisory council concept may dictate other inclusions in program structure which may imply additional program accounts not presently visible.

4. Summer Programs:

It is hoped that Summer Programs will also yield additional insights into community needs and will suggest necessary areas for development of comprehensive programs exceeding the summer months.

In the next three years we hope to put Summer Programs into their proper perspective and to take away their crisis orientated structure and make them what the community feels they ought to be, summer community enrichment activity.

5. Project F.I.N.D.:

Project F.I.N.D. is, at present, a cursory activity dealing with the needs of the aged. It is under funded and shows the lack of community resources providing meaningful services to the aged. In the next three program years we hope to expand the scope and content of this effort to a viable and meaningful program of assisting the aged.

6. Planning:

In the next three years we hope to have influenced the planning processes of Gary, Indiana, to the degree that coordinated long range planning for satisfying citizen needs is a reality between Federally funded programs, public and private agencies, community residents, business and industry, that economy of resource use and better results may be achieved for the people of Gary.

7. Comprehensive Health:

In the next three program years we will seek to implement comprehensive health programs for the people of Gary presently denied all but cursory medical attention. The present picture in this area is bleak. Were it not for our own newness as an organization and the such complexities of such an application, a program would have been sought for our initial year. But we certainly will implement in this area in requested program year number two.

III. CAA Projects

A. The Gary Youth Development Project:

1. Streets
2. Youth Corporation
3. Leadership Training

a. What poverty problem or problems will the project address?

The Gary Youth Development project is designed to address itself to the fact little guidance is available to 50 percent of the total population of the city which is 25 years of age or younger. It is designed to address itself to three levels of youth development. The first of these is reclimation and arrest. The "Streets" program will deal with that portion of the youth population already out of any pasative social acclimitization institutions to assist them in decision making concerning their own destinies. This program is viewed as assistance for non-guided or poorly guided youth in utilizing newly available manpower vehicles such as C.E.P., Soul, Inc., M.D.T.A., N.Y.C., Job Corps and others to develop their talents which will allow them to participate in the "mainstream" of American life.

It is further designed to reach the alienated youth and to instruct them in profitable ways to constructively use their leisure time. It is designed to promote a dialogue between youth and concerned adults of the community to promote a resumption of deteriating parental guidance and concern for youth behavior in ghetto communities, that together they may design programs based on what they conclude is youth needs. The program is further designed to offer adult guidance in alternatives to delinquent expression of youth needs which concerned community groups have informed us, through our program planning process, is sorely needed.

The Youth Corporation is designed to be an adventure in learning business skill through participation in profit making ventures. This program will aid the youth population on its needs in that it will offer them another avenue to express their needs to develop and participate as their skill levels dictate.

Leadership training is another vehicle for youth development and consistent with its design and implementation it will give the city of Gary a "trained youth cadre" to assist in the orientation and guidance of its youth population (See IIe).

b. What alternative ways of approaching the problem have been considered? The only alternative approach to the problems of Gary Youth Development which has been considered was whether the CAA would directly develop and operate its Youth Development program accounts or delegate them. We decided to delegate them and assist in the further development of private and public agencies who will, we feel, are resources and whose charters indicate they should be serving this population. We, therefore, delegated the accounts and committed our planning department to the coordination and upgrading of services by agencies concerned (see Planning Diagram Letters C, E, and List).

c. What are the specific objectives of the project?
(See II-d. Streets, Youth Corporation, Leadership Training)

d. How will each program account in the project help achieve the projects objectives?

1. Gary Youth Development Project

PRIORITY ORDER OF PROGRAMS AND PROGRAM ACCOUNTS

Streets

a. Community organization (08)

b. Recreation (60)

c. Social Services counseling (51)

d. Direct Employment (16)

e. Consumer action and financial counseling (52)

f. Emergency food and medical services (55)

g. Job development and follow up (11)

Youth Corporation

h. Economic Development (62)

Leadership Training

i. Adult Education (29)

j. Pre-vocational Training (13)

k. General Technical Assistance (76)

We believe it is important to bring services to the youth of Gary, Indiana, in the wide range indicated by the program accounts listed above.

Our principal effort in youth development is aimed at youth involvement and an attempt to engage the youth in meaningful activities that allow full expression and positive growth. Community organization of youth is extremely significant. We have placed this account first. Recreation and guidance in the constructive use of leisure time is of paramount importance in youth development. Youth, like many other portions of the poverty population (ie. adults, senior citizens), have need of individual and group counseling along several different continuems, one of which is social service counseling - hence, we have included this account. To insure youth involvement, youth will be employed and involved by job description. They will receive training to upgrade their skills and qualify them for positions previously held by professionals (See mobility diagram of Streets Work Program form 7d.)

Consumer action and financial counseling for youth is necessary. Many youth are without such guidance in the home, witness the need for such assistance for adults and families. It is extremely important for a youth new to the work world on a limited budget because of entrance level wages. It is therefore included here as an integral of youth development.

Emergency Food and/or Medical Service. With an estranged or alienated youth in a hostile environment where he is frequently misguided and abused by adults, it is not uncommon to find youth in need of emergency food, medical attention, shelter and/or clothing; hence, this account, even with its limitations, has been included.

Job Development and follow-up is deemed a necessary part of youth development. Even though there are manpower programs and training programs available, alienated youth may mistrust traditional activity and rely more on the one to one relationship with the "Streets Worker" in order to secure employment. Therefore, this account has been included.

Economic Development is the avenue used to salvage from the alienated youth population those who have a high skill or achievement level or potential for their development. It is designed to capture the imagination, interest and participation of alienated or idle youth and give them identity, a sense of self-worth, and concrete goals to achieve as well as financial rewards.

There are adults among youth and the adult education account was included to train youth into a successful perspective for community involvement and to give them skills to participate in self determination with their generation and communities.

The pre-vocational training account was included because youth with improved social perspectives and attitudes are the goal of leadership training. Such youth have marketable skills in attitude, understanding and contact with potential employment sources.

The General Technical Assistance account is included because youth will be trained in programming for youth and thereby ways of implementing such programs to improve the lot of youth in the city of Gary.

(An estimate of Federal cost of each account is not available at this writing.)

The objectives of the project are many and varried (See II-d.) They may be categorized though as follows:

To involve youth
To employ youth
To train youth
To deal with youth.

Problems on three levels the way in which each account will help to achieve these objectives are listed above.

Different objectives will be achieved at different times throughout the program year. Obviously, direct employment will precede training. With employment will come some involvement of youth. This should occur in the first three months of the program. Other contact, trust, decision making influence, etc., will take longer and do not lend themselves to time estimates. Youth problems will be engaged on three levels when each of the three programs and all of the accounts are in full operation. Therefore, this would seem to be a long range objective, say, at end of program year.

e. What other programs, not funded by OEO/CAP, will be administered by or through the CAA as part of the project?

None at this writing. Incorporation of C.E.P., N.Y.C., Model Cities, is pending.

f. How will the program accounts and other CAA administered programs be tied together to increase project effectiveness?

(See attached organization chart)

A central administration work program will be developed for the purpose of integrating the work of the program accounts and " direct-operation" programs as well as delegated programs. The criteria of central administration structure shall be simplicity, efficiency, communication, sound management practices, OEO Guideline compliance.

The planning, operational and support activity shall be implemented consistent with board policy development and procedural efficiency and community need dictates.

g. How will the project be coordinated with complementary programs operated by other agencies?

See planning diagram and explanatory lists. See table one (1).

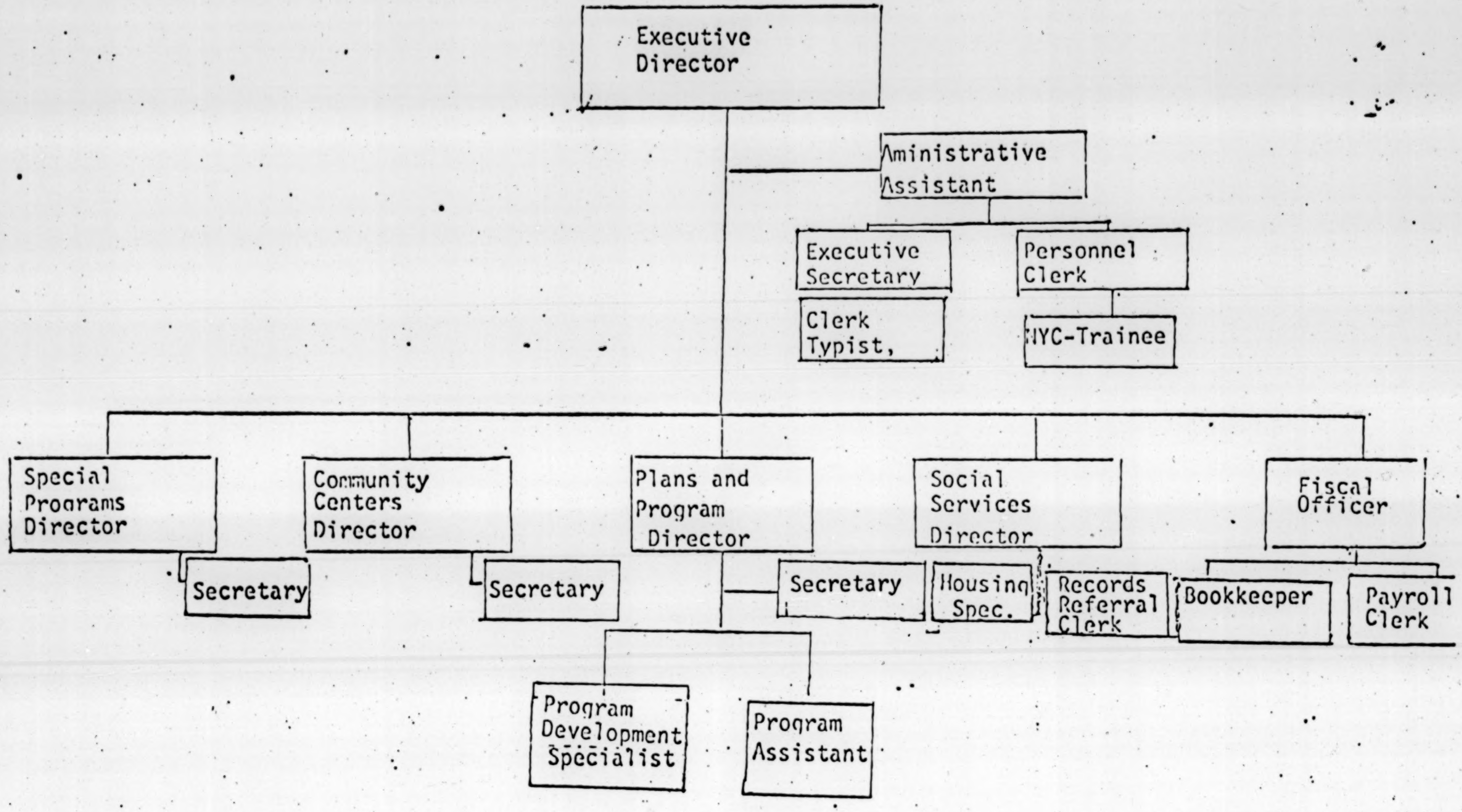
h. How will the CAA assure maximum involvement of the poor and target area residents in planning, developing, operating, and evaluating projects?

See I-c
See planning diagram and addenda
See II-d
See program accounts work programs

December, 1968

METRO CORPS OF GARY, INC.

TABLE OF ORGANIZATION


Executive Director
Aministrative Assistant
Executive Secretary
Clerk Typist,
Personnel Clerk
NYC-Trainee
Special Programs Director
Secretary
Community Centers Director
Secretary
Plans and Program Director
Secretary
Program Development Specialist
Program Assistant
Social Services Director
Housing Spec.
Records Referral Clerk
Fiscal Officer
Bookkeeper
Payroll Clerk

B. The Gary Child Development Program:

1. Day Care (We have been informed we will not be funded by OEO Funds.)

2. Summer Headstart

a. What poverty problem or problems will the project address?

Metro Corps day care program will be located in that area of the city designated Metro Corps service area B

(See map and CAP Form 5 subdivision chart)
which is characterized by the highest population density, greatest percentage of substandard housing, highest unemployment, school dropouts, AFDC families, and youngest population in the city.

This area suffering, as it is, from a high degree of disorganization and alienation sorely needs to develop indigenous leaders and free them for an active part in community development and self determination. Women who could provide community leadership are tied down by young children at home. Many now receiving A.F.D.C. grants and others who desire to enter the labor force, often are prevented from doing so by the lack of child care service in the area.

In an area with low educational attainment on the part of the adult population and a high drop-out rate among youths, an intervention program is needed to enrich the early years of its children. A daycare program should be seen not just as custodial care but as an educational experience in the learning continuum for both children and parents. It can play an important part in the difficult acculturation process of rural families who have migrated to the city and of families trapped in the culture of poverty.

This daycare center, with its health, social work, and parent participation components, could become a model for daycare in the community. The director of the center is charged with extending daycare into other areas where it does not exist, by working together with other agencies and community groups and seeking funds from diverse sources.

There are 450-500 potentially eligible children in this area, 3-5 years old and from low-income families. Forty are to be served at this center.

b. What alternative ways of approaching the problem have been considered?

We considered delegating the Summer Headstart program to and through community organizations and groups but felt they needed further strengthening before they would be ready to implement a quality program. Also, the newness of Metro Corps precluded meaningful preparation of groups for this eventuality this year. It is one of our goals for 1970.

Also see III-B -- Youth Development Program.

c. What are the specific objectives of the project?

See II-d, Day Care, Summer Headstart.

d. How will each program account in the project help achieve the projects objectives?

1. Gary Child Development Project

PRIORITY ORDER OF PROGRAMS AND PROGRAM ACCOUNTS

Day Care (19)

a. Community organization (08)
b. Direct employment (16)

c. Pre-vocational and vocational training (13)
d. Job development and follow-up (11)
e. Dental care (43)
f. Medical care (42)

Summer Headstart (24)

The Metro Corps Child Development Program is a community based program - not as much as it will be in the future but community organization is an important ingredient. Therefore, we have placed it first. The Board of Directors of Metro Corps placed Day Care as the agency's second priority and freeing parents for organizing the community is one of the chief objectives of the Day Care program. Further, the program will directly employ from the ranks of the poor (A.F.D.C.) and act in this way to assist in problems associated with the demographics of the area.

Upgrading and instructing in child development skills will be done with the sub-professional staff so that skill learning is a real part of the program. (See program account, work program mobility chart CAP Form 7d - Day Care).

Job development and follow-up activity will be done in conjunction with attrition from sub professional job slots.

Medical and dental care are important ingredients to the Day Care program as is true of Headstart (See III-a) and are included by child development and enrichment definition.

(An estimate of Federal cost of each account is not available at this writing.)

The objectives of the project have been discussed above and time and objective achievement statements would be speculative.

e. What other programs not funded by OEO, CAP, will be administered by or through the CAA as part of the project?

Day Care. No funding source at present -- will explore H.E.W. - H.U.D. and private local sources.

f. How will program accounts and other CAA administered programs be tied together to increase project effectiveness?

(See above and III-f -- Youth Development project)

g. How will the project be coordinated with complementary programs operated by other agencies?

(See III-g -- Youth Development project.)

h. How will the CAA insure maximum involvement of the poor and target area residents in planning, developing, operating and evaluating projects?

(See III-h -- Youth Development project.)

C. Advocacy Project:

1. Metro Community Centers
2. Summer programs
3. Project F.I.N.D.

a. The Metro Corps advocacy project will provide community support programs and involve the community in directly influenced services in their community by involving them in the design and implementation of local programs and priorities. (See II-d -- Centers, Summer Programs, Project FIND)

These programs will serve the individual and family unit in a variety of ways, through outreach, intake, referral follow-up and community organization along the following continuems: redress of grievances, housing, schools, medical care, senior citizens, ADC, consumer information, co-operatives, recreation, job development, summer enrichment activity, tutoring, adult education and the spectrum of community needs. It will support other Metro Corps programs such as Streets, Day Care and Youth Corporation, Leadership Training and act as a feeder to manpower programs such as C.E.P., N.Y.C. others.

b. What alternative ways of approaching the problem have been considered?

None.

c. What are the specific objectives of the project?

See II-d -- Centers, Summer Programs, F.I.N.D.

d. How will each program account in the project help to achieve project objectives?

1. Metro Corps Advocacy Project Community Centers
    a. Community organization (08)
    b. Administration (07)
    c. Program Development (02)
    d. Planning (03)
    e. Evaluation (04)
    f. Direct employment (16)
    g. School age education (26)
    h. Housing services
    i. English as a second language (29)
    j. Housing development corporations (37)

k. Comprehensive health services (Planning) (41)

l. Recreation (60)

m. General technical assistance to community (26)

Summer Programs

a. Special summer program planning (59)

b. General technical assistance to communities (26)

Project F.I.N.D.

Senior opportunities and services (65)

(An estimate of Federal portion is not available at this writing.)

Programs of advocacy would naturally include the program accounts listed above; further, Metro Corps considers its community centers its basic community barometer.

An estimate of time to achieve the objectives would be speculative. For program account objectives see II-d -- Centers, Summer Programs, Project F.I.N.D.

e. What other programs not funded by OEO/CAP will be administered by or through the CAA as a part of the project?

None

f. How will the program accounts and other CAP administered programs be tied together to increase project effectiveness?

See organization chart and III-f -- Youth Development Program.

g. How will the project be coordinated with complementary programs operated by other agencies?

See planning diagram and explanatory list. See Table One.

h. How will the CAA assure maximum involvement of the poor and target area residents in planning, developing, operating and evaluating the projects?

See Ic
See Planning Diagram and Addenda
See II-d
See program accounts work programs

D. Metro Corps Planning Development Program:

a. Gary has not had a Community Welfare Council for many years. Many staff members of agencies have expressed to the NOC in the past the need for greater coordination of present resources based on greater understanding by each agency of what all the others are doing and improved ways of relating to each other.

Surveys made in Gary over almost any part of its history indicate a dearth of social service resources. By national standards Gary and the State of Indiana fall below per capita guidelines for a variety of services. This is true for income maintenance, for recreation, for police protection, for family services, physical and mental health, housing, etc.

This condition exists in the face of greater than average needs on the part of much of the Gary population. The city is young, created in 1906 around a U.S. Steel plant. Workers were brought first from Eastern and Southern Europe, then from the American South; they have come, in addition, from Puerto Rico and Mexico. Most came from rural areas, without many of the skills and social patterns suitable for urban living. Discrimination has until recently been a major handicap and a changing technology is making adaptation even more difficult.

The city has recently taken some measures to improve its inadequate services to this population. Urban Renewal, Model Cities, CEP, new education programs, are some of these. But much more needs to be done and the coordination of the old and the new with meaningful involvement of the community is a prime need.

b. What alternative ways of approaching the problem have been considered?

We considered waiting for older organizations in the community to meet these needs but the need for cooperative planning is now.

c. What are the specific objections of the project?

One vehicle for coordinated planning will be a committee of representatives of federally funded programs which will also seek to bring about a closer relationship with departments of city government.

We will continue the development of the coordinating committee of youth serving agencies begun in late 1968. This groups is in the process of taking an inventory of present resources so they can be used more fully and so that gaps in services can be analyzed. It is developing sensitivity training for agency staffs so they may be more receptive to the alienated youth the committee is seeking to reach. This group will be a sounding board and evaluation tool for the development of youth programs.

The planning staff will seek to organize a social service coordinating council of which the above committee will become a part. This council will increase the coordination and mobilization of public and private resources in Gary. It will sensitize agencies to the needs of the poor, define unmet needs, and plan for the expansion of present resources and the development of new ones where gaps in services are identified.

One of the gaps in resources to which planning efforts will be devoted is health care. Gary is in the only industrial area in the country which has no outpatient facilities for medical care for the poor. Only veneral disease and tuberculosis treatment are free. There are no maternal or well-baby clinics. Welfare Department recipients get excellent medical care and it can be secured through the Township Trustee if one qualifies and can convince the investigator that one is ill enough. These two methods are far from filling the need.

Other groups in the community are concerned with this problem. Planned Parenthood, Model Cities, the Roosevelt Neighborhood Action Council are some of them. We will work with them to establish a comprehensive health center. We will involve especially the Roosevelt Council, an indigenous group which has made health services for the poor one of its major concerns.

We will assist in the development of producer coops, such as a sewing cooperative which will fill a need for part-time employment for women and provide control by the workers for their enterprise. We plan to encourage the formation of housing cooperatives and work with them in their development. This will create much-needed new housing and involve the housing consumer in its planning, execution, and management. The planning staff will work with Project FIND to develop programs to meet specific needs of the aged poor, such as Health Aides and Meals on Wheels.

d. How will each program in the account help to achieve the projects objectives?

Non applicable

e. What other programs not funded by OEO/CAP will be administered by or through the CAA as a part of the project?

None.

f. How will the program accounts and other CAP administered programs be tied together to increase project effectiveness?

See III-f -- Youth Development Project

g. How will the project be coordinated with complementary programs operated by other agencies?

See planning diagram
See I-c
See III-a -- Planning Development Program

h. How will the CAA assure maximum involvement of the poor and target area residents in planning, developing, operating and evaluating the projects?

See I-c
See Planning Diagram and Addenda
See II-d
See program account work program

IV. CAA AND THE COMMUNITY

a. What are the attitudes of other community agencies toward the CAA?

Of the forty youth serving agencies in the community, twenty-seven are involved with Metro Corps in coordinated city wide effort to train, redirect and involve youth in the mainstream of community life. (See Inter-agency Coordinating Committee)
(See roster planning diagram and lists)
See I-c.

b. How will the CAA act as advocate of the poor in the community?

See planning diagram and supporting descriptions.

c. How will neighborhood residents and groups be helped to work with public agencies and private groups, firms and institutions to seek solutions to problems of common concern?

In addition to the Metro Corps Board structure which is in compliance with the "Green Amendment", Metro Corps is involved with various community groups and agencies in a coordinated approach to programming. (See planning diagram and supporting descriptions)

d. How will the CAA promote greater use of new types of services and inovative approaches in attacking causes of poverty?

Metro Corps is presently involved in just this type of activity in the community. Metro Corps staff acts in an advisory capacity to the "Pulaski Education Project", a program funded under Title III, Elementary, Secondary Education Act for inner city school improvement. Our role is to act as advocate for community involvement on advisory groups, employment of non professionals in jobs which they can perform, and gaining a voice for the poor in influencing institutions and activities which effect their lives.

We will continue to seek the novel and inovative in approaching solutions to the problems of the poor.

e. How will the CAA influence community attitudes and behavior in order to stimulate an increase in and more effective use of federal, state and local resources against poverty?

See I-c
See planning diagram and supporting descriptions
See II-d -- Community Centers and Leadership Training program goals.

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

Form Approved
Budget Bureau No. 116-R0157

COMMUNITY ACTION AGENCY PLANS AND PRIORITIES

Community Action Agency: Metro Corps of Gary, Inc.
Program Year: ________
Grant Number:
End Date:

Page

I. CAA PLANNING:

a. What is the CAA's planning process? (1)

b. What other agencies in the community are responsible for planning with respect to poverty? (1)

c. How will the CAA strengthen community capabilities for planning? (1)

II. CAA PRIORITIES:

a. What are the major causes or conditions of poverty in the community served by the CAA? (2)

b. What programs or services, other than those of the CAA, related to poverty problems are provided in the area served by the CAA? (7)

c. What are the CAA's priorities for the coming program year? (7)

d. What are the CAA's goals for the coming program year? (9)

e. What are the CAA's goals for the next three years? (17)

III. CAA PROJECTS:

a. What poverty problem or problems will the project address? (20)

b. What alternative ways of approaching the problems have been considered? (21)

c. What are the specific objectives of the project? (21)

d. How will each program account in the project help achieve the project's objectives? (21)

e. What other programs, not funded by OEO/CAP, will be administered by or through the CAA as part of the project? (25)

f. How will the program accounts and other CAA administered programs be tied together to increase project effectiveness? (25)

g. How will the projects be coordinated with complementary programs operated by other agencies? (25)

OFFICE OF ECONOMIC OPPORTUNITY - COMMUNITY ACTION PROGRAM

COMMUNITY ACTION AGENCY PLANS AND PRIORITIES

Community Action Agency: Metro Corps of Gary, Inc.

Grant Number:

Page

h. How will the CAA assure maximum involvement of the poor and target area residents in planning, developing, operating and evaluating projects? (25)

IV. CAA AND THE COMMUNITY:

a. What are the attitudes of other community agencies toward the CAA? (36)

b. How will the CAA act as an "advocate of the poor" in the community? (36)

c. How will neighborhood residents and groups be helped to work with public agencies and private groups, firms and institutions to seek solutions to problems of common concern? (36)

d. How will the CAA promote greater use of new types of services and innovative approaches in attacking causes of poverty? (36)

e. How will the CAA influence community attitudes and behavior to stimulate an increase in and more efficient and effective use of Federal, state and local resources against poverty? (37)

V. BOARD AND COMMITTEE APPROVAL:

The signature indicates that the Boards and Committees have had an opportunity to review and comment on the description of the CAA Plans and Priorities and that the Boards and Committees concur with the description.

Concur: Governing Board: Jan. 12, 1968 Date — Stanley A. Terry Principal Officer

Concur: Governing Officials: ______ Date — ______ Principal Governing Official

Concur: Administering Board: ______ Date — ______ Principal Officer

Concur: County Board: ______ Date — ______ Board Chairman

______ Date — ______ Board Chairman

______ Date — ______ Board Chairman

METRO CORPS OF GARY, INC.

PLANS AND PRIORITIES

1969

I. CAA PLANNING

a. What is the CAA's planning process?
(See attached diagram and list.)

b. What other agencies in the community are responsible for planning with respect to poverty?

1. Model Cities Agency
2. CEP (Concentrated Employment Program)
3. Community Renewal Program
4. City Planning Department
5. United Fund
6. Comprehensive Area Manpower Planning System

c. How will the CAA strengthen community capabilities for planning?

Metro Corps staff members participate in CAMPS committees and relate to them their findings gleaned from outreach and referral work. Staff has begun to work with the Community Renewal Program to ease the transition of people to be relocated. It plans to do much more in this area. The Model Cities Agency is represented on the Metro Corps Board, as is the City Planning Department.

Metro Corps has participated in the beginnings of a joint committee of representatives of federally funded agencies in Gary. This effort will be expanded in the coming year. It has been instrumental in setting up a coordinating council of youth serving agencies, most of which are members of the United Fund. It plans to set up a similar body for all social agencies and work closely with the United Fund on this. For years there has not been a community council in Gary.

Office of Economic Opportunity
APPLICATION FOR COMMUNITY ACTION PROGRAM

FORM APPROVED.
BUDGET BUREAU NO. 116-R019

CAP 5. COMMUNITY INFORMATION

NAME OF APPLICANT AGENCY	DO NOT FILL IN: *(For Administrative Use)*
Metro Corps of Gary, Inc.	

5.1 COMMUNITY TO BE SERVED *Describe community boundaries in terms of city(ies), county(ies), state(s), Indian reservation(s), etc., which are included. Attach a map showing the boundaries of the community.*

Gary, Indiana

5.2 COMMUNITY SUBDIVISIONS *Have you divided the community into an area or areas with heavy concentration of poverty? If so, indicate such areas as "A", "B", "C", "D", etc. on the above specified map and state below the basis for deciding on the boundaries of such areas. For example, are the areas Census tracts, enumeration districts, school attendance districts, planning areas, etc.?*

See Table and Map

5.3 INCIDENCE OF POVERTY *Provide the latest readily available information on the community with respect to as many of the following categories as feasible. If you have subdivided the community into areas, as described above, also provide the information for each area. Substitute or add other categories and related statistics as necessary to demonstrate the incidence of poverty.*

Attach a statement describing the sources and time period of the information. Information obtained from the 1960 U. S. Census of Population and Housing may be noted by placing an asterisk (*) to the right of the ITEM name below. See the CAP GUIDE for suggested sources of information.

	ITEM	COMMUNITY TOTAL	AREA "A"	AREA "B"	AREA "C"
5.3.1 POP.	TOTAL POPULATION	178,320		SEE TABLE & Map	
	PERCENT OF POPULATION LIVING IN RURAL AREAS	%	%	%	%
5.3.2 FAMILY INCOME	TOTAL NUMBER OF FAMILIES	43,435			
	TOTAL NUMBER OF FAMILIES WITH INCOME LESS THAN $3,000	5981			
	PERCENT OF ALL FAMILIES WITH INCOME LESS THAN $3,000	13.72 %	%	%	%
	FAMILIES WITH INCOME LESS THAN $1,000	1583		SEE TABLE AND MAP	
	FAMILIES WITH INCOME FROM $1,000 - $1,999	1937			
	FAMILIES WITH INCOME FROM $2,000 - $2,999	2641			
5.3.3 UNEMPLOYMENT	MALES 14 AND OVER IN CIVILIAN LABOR FORCE	47,359			
	PERCENT OF SUCH MALES WHO ARE UNEMPLOYED	3.83 %	%	%	%
	FEMALES 14 AND OVER IN CIVILIAN LABOR FORCE	18,016		SEE TABLE AND MAP	
	PERCENT OF SUCH FEMALES WHO ARE UNEMPLOYED	5.76 %	%	%	%
		76,163			
5.3.4 WELFARE	PERSONS UNDER 21	8.6			
	PERCENT OF PERSONS UNDER 21 RECEIVING A.F.D.C. PAYMENTS	11,337 %	%	SEE TABLE % AND MAP	%
	PERSONS AGED 65 AND OVER	10.9			
	PERCENT OF PERSONS 65 AND OVER RECEIVING OLD-AGE ASSISTANCE	%	%	%	%

(Continued on Page 2 of this form.)

Infant Total Death

CAP 5. COMMUNITY INFORMATION *(Continued)*

NAME OF APPLICANT AGENCY	DO NOT FILL IN: *(For Administrative Use)*
Metro Corps of Gary, Inc.	

	ITEM	COMMUNITY TOTAL	AREA "A"	AREA "B"	AREA "C"
5.3.5 EDUCATION	PERCENT OF PERSONS ENROLLED IN SCHOOL *(14 and 15 years old)*	9.7 %	%	%	%
	PERCENT OF PERSONS ENROLLED IN SCHOOL *(16 and 17 years old)*	8.7 %	%	%	%
	TOTAL NUMBER OF PERSONS 25 YEARS OLD AND OVER	94003	----------	SEE TABLE AND MAP	----------
	PERSONS 25 AND OVER WITH LESS THAN 8 YEARS OF EDUCATION	6452			
	PERCENT OF PERSONS 25 AND OVER WITH LESS THAN 8 YEARS OF EDUCATION	22 %	%	%	%
5.3.6 SELECTIVE SERVICE	PERSONS AGED 18 TO 25 WHO WERE EXAMINED BY SELECTIVE SERVICE				
	PERSONS REJECTED BY SELECTIVE SERVICE *(4F and 1Y)*				
	PERCENT OF PERSONS EXAMINED WHO WERE REJECTED BY SELECTIVE SERVICE *(4F and 1Y)*	See %	Letter Enclosure %	#1 %	%
		NOT AVAILABLE			
5.3.7 HEALTH	BIRTHS PER YEAR	3579			
	DEATHS PER YEAR OF INFANTS UNDER 12 MONTHS	123	NOT AVAILABLE		
	INFANT DEATHS AS A PERCENT OF BIRTHS PER YEAR	53 Per 10 %	Thousand %	%	%
			See Letter Enclosure #2		
5.3.8 HOUSING	ALL HOUSING UNITS	106,476			
	NUMBER OF HOUSING UNITS WHICH ARE SUBSTANDARD	39,557	----------	SEE TABLE AND MAP	----------
	PERCENT OF ALL HOUSING UNITS WHICH ARE SUBSTANDARD	40% %	%	%	%
		69,123			
5.3.9 MINORITY GROUPS	*(Specify group and number of persons in each.)* Negro 22	2,9946			
	Puerto Rican	3,085	----------	SEE TABLE AND MAP	----------
	Mexican American				
	Based on 25% Sample				
5.3.10 OTHER	*(Specify category and number of persons in each.)*				

METRO CORPS

OF GARY, INCORPORATED
POST OFFICE BOX 534, GARY, INDIANA 46402
PHONE 886-3155

November 12, 1968

Dr. Philip Rosenbloom
Health Commissioner
Gary Health Department
1427 Virginia Road
Gary, Indiana

Dear Dr. Rosenbloom:

We would like to request from your office infromation concerning the birth rate and the number of infant mortality cases in the City of Gary, Indiana.

If possible we would like this information this week.

Thank you.

Very truly yours,

Frank E Brown

Frank E. Brown
Director, Program Development

FEB
as

SELECTIVE SERVICE SYSTEM
INDIANA STATE HEADQUARTERS
CENTURY BUILDING
36 SOUTH PENNSYLVANIA STREET
INDIANAPOLIS, INDIANA 46209

IN REPLY REFER TO
FILE NO 1.11.18.1-LL

November 18, 1968

Mr. Frank E. Brown
Director of Program Development
Metro Corps of Gary, Inc.
1100 Massachusetts Street
Gary, Indiana 46402

Dear Mr. Brown:

Your letter dated November 12, 1968, to the local board at Gary, Indiana, requesting information in regard to the number of persons in the 18 to 25 age group who were examined for Selective Service. Also, out of that same age group, you wanted to know the number of persons who were categorized as IV-F and I-Y.

It is with deep regret that I have to inform you that such information is not available.

Very sincerely yours,

Robert K. Custer

ROBERT K. CUSTER
Colonel, AGC
State Director

METRO CORPS
OF GARY, INCORPORATED
1100 Massachusetts Street
POST OFFICE BOX 534, GARY, INDIANA 46402
PHONE 886-3155

November 12, 1968

Selective Service
610 Connecticut Street
Gary, Indiana 46402

Dear Sirs:

We are requesting information in regard to the number of persons in the 18 to 25 age group who were examined by Selective Service. Also, out of that same age group, we would like to know the number of persons who were categorized as 4F and 1Y.

We would appreciate your reply, if it is convenient, before the end of this week. Thank you.

Very truly yours,

Frank E. Brown

Frank E. Brown
Director of Program Development

FEB-
ce

CAP FORM 5 COMMUNITY INFORMATION

23	16-17-20 ½ of 21	4-5 1/3 of 6-18-19	½ of 21-14 22-¼ of 24	13-1/3 of 1	3-7-8 9	10-11-12 15	2/3 of 6	1/5 of 1/16 of
A ROOSEVELT	B MIDTOWN W.	C TOLLESTON	D MIDTOWN E.	E MILLER-AETNA	F WEST	G EAST	H BRUNSWICK	I GLEN PARK
17,421	18,777	25,732	28,656	7,401	15,189	12,099	12,404	2,001
3,875	4,312	6,441	6,111	1,336	4,050	3,260	2,872	517
1,042	1,050	589	1,234	79	554	449	264	41
26.89	24.35	9.14	20.19	5.91	13.67	13.77	9.19	7.93
343	311	589	378	10	95	71	60	9
385	322	193	442	20	198	147	90	9
314	417	282	414	49	261	231	114	19
3,812	4,845	6,858	6,404	1,875	5,056	4,071	3,088	561
7.0	5.21	2.96	6.91	1.54	3.47	2.48	2.77	2.13
1,626	6,261	8,897	2,126	698	2,187	1,524	1,034	
11.8	8.3	4.1	6.58	4.11	2.65	4.33	7.15	2.84
8,389	14,372	10,906	14,105	3,603	4,715	3,752	6,176	819
12.1	45.2	14.4	36.1	0.4	*Rep. 2/3 of F 3.5	6.2	2.7	1.4
			NOT AVAILABLE					
			NOT AVAILABLE					
8,190	9,995	13,596	13,223	3,396	9,475	7,547	5,922	1,093
2,652	4,261	2,715	4,579	289	2,054	1,712	1,324	254
			NOT AVAILABLE					
			NOT AVAILABLE					
			NOT AVAILABLE					
			NOT AVAILABLE					
			NOT AVAILABLE					
			NOT AVAILABLE					
17,322	14,069	8,204	26,329	2	25	41	3,116	0
0	861	550	71	15	491	288	510	13
0	695	551	41	89	300	200	874	26
22	877	1,534	338	338	2,044	1,972	640	267
65	39	29	56	15	16	21	27	5
188	97	29	11	25	71	71	15	63

CAP FORM 5 COMMUNITY INFORMATION

: AREAS		23	16-17-20 ½ of 21	4-5 1/3 of 6-18-19	¼ of 21-14 22-¼ of 24	13-1/3 of 1	3-7-8 9	10-11-12 15	2/3 of 6	1/5 of 1/16 of .
PS PROGRAM AREAS	(City) TOTALS	A ROOSEVELT	B MIDTOWN W.	C TOLLESTON	D MIDTOWN E.	E MILLER-AETNA	F WEST	G EAST	H BRUNSWICK	I GLEN PARK
ulation	178,320	17,421	18,777	25,732	28,656	7,401	15,189	12,099	12,404	2,001
lation in Rural Areas										
ber of Families	43,435	3,875	4,312	6,441	6,111	1,336	4,050	3,260	2,872	517
ber of Families me under $3000	5,981	1,042	1,050	589	1,234	79	554	449	264	41
families with ss than $3000	13.72	26.89	24.35	9.14	20.19	5.91	13.67	13.77	9.19	7.93
w/income less 0	1,583	343	311	589	378	10	95	71	60	9
000 to $1999	1,937	385	322	193	442	20	198	147	90	9
000 to $2999	2,461	314	417	282	414	49	261	231	114	19
and in civilian ce	47,359	3,812	4,845	6,858	6,404	1,875	5,056	4,071	3,088	561
s unemployed	3.83	7.0	5.21	2.96	6.91	1.54	3.47	2.48	2.77	2.13
4 and in civilian ce	18,016	1,626	6,261	8,897	2,126	698	2,187	1,524	1,034	
les unemployed	5.76	11.8	8.3	4.1	6.58	4.11	2.65	4.33	7.15	2.84
nder 21	76,063	8,389	14,372	10,906	14,105	3,603	4,715	3,752	6,176	819
ons under 21 AFDC payments*	8.6	12.1	45.2	14.4	36.1	0.4	*Rep. 2/3 of F 3.5	6.2	2.7	1.4
ged 65 and over	11,337				NOT AVAILABLE					
ons 65 and over old-age assistance	10.9				NOT AVAILABLE					
d in school (14-15)										
ons over 25 enrolled										
25 and over	94,003	8,190	9,995	13,596	13,223	3,396	9,475	7,547	5,922	1,093
5 and with less grade education	11,607	2,652	4,261	2,715	4,579	289	2,054	1,712	1,324	254
8-25 who were ex- Selective Service					NOT AVAILABLE					
rejected by Selective (4F and 1Y)					NOT AVAILABLE					
examined who were re- Selective Service					NOT AVAILABLE					
r year	3,579				NOT AVAILABLE					
r year of infants months	123				NOT AVAILABLE					
eaths as a percent of r year	5% per 10,000				NOT AVAILABLE					
	69,123	17,322	14,069	8,204	26,329	2	25	41	3,116	0
can	2,946	0	861	550	71	15	491	288	510	13
	3,085	0	695	551	41	89	300	200	874	26
	12,130	22	877	1,534	338	338	2,044	1,972	640	267
djustments	273	65	39	29	56	15	16	21	27	5
s	570	188	97	29	11	25	71	71	15	63

: AREAS

CAP FORM 5 COMMUNITY INFORMATION

PS PROGRAM AREAS | 5.3.10 OTHER | 5.3.9 MINORITY GROUPS

CAP FORM 5 COMMUNITY INFORMATION CONTINUED

RENEWAL STUDY AREAS		52,53,54,55	48,49,50,51	37,38,39,40, 41,42,43,44, 45,46,47	56,57,60,61 62,63,64,65, 66,68	8,9,10,11, 12	17,18,19	15,16, 58,59	25,26,27,28 29,30,31,32 33,34,35,36	70,8 93
RPS PROGRAM AREAS	(City) TOTALS	A ROOSEVELT	B MIDTOWN W.	C TOLLESTON	D MIDTOWN E.	E MILLER-AETNA	F WEST	G EAST	H BRUNSWICK	I GLEN PARK
ng units-residential	106,476	3,643	6,253	6,069	5,469	1,915	4,240	4,579	2,491	1,062
ng units sub-standard	39,567	3.703	5,793	5,558	6,863	653	2,241	3,714	1,953	233
housing units which tandard	40%	53.69	58.31	41.55	68.93	15.40	27.92	49.75	29.84	10%

Gary Youth Commission, 1965

School City of Gary, Indiana, 1966

Community Renewal Final Report, 1966
NOTE: Percentage of sub-standard housing
figured on basis of major deficiencies
and unsound buildings of both residential
units and structures.

TABLE OF CONTENTS

Foreword II

Model Cities Highlights 1

Model Cities --What and Why...................... 2

Who Has a Role? 4

  Government and Private Groups 4

  Citizen Participation 6

A Model Neighborhood in a Model City 8

Choosing a Model City 9

Federal Funds--How Much? What For? 10

Planning - The First Year 11

The Model Cities Program--August 1968 12

MODEL CITIES HIGHLIGHTS

"Comprehensive" Approach: The Model Cities program is designed to concentrate public and private resources in a comprehensive five-year program to attack the social, economic, and physical problems of slum and blighted neighborhoods.

Meeting Human Needs: The Model Cities program should not only upgrade the physical environment of the neighborhood, but improve significantly the lives of residents. The program is expected to raise substantially the levels of housing, education, health and medical treatment, employment and job training, income, and social services in the model neighborhood.

Relationships between Programs: Problems in the model neighborhood should not be considered separately, but as they relate to each other and to problems and forces outside the area. How do inadequate education and transportation reinforce unemployment, how does poor housing contribute to poor health? To meet these multiple problems, activities to improve health, education and other conditions must be linked to each other.

Citizen Participation: Residents of the neighborhood and the city as a whole (including labor, business, and other civic groups in the community) should have a hand in identifying problems, planning, and carrying out the program. To assure them a meaningful role in improving and rebuilding their communities, neighborhood residents must have clear and direct access to the decision making process in the Model Cities program. Residents should also be given maximum opportunity for jobs in the projects and activities of the program.

Mayor and City Hall: The principal executive officer (Mayor, City Manager) and elected governing body (City Council, Commission) have local responsibility for the Model Cities program.

Role of States: States administer a number of Federal grant-in-aid programs--education, welfare, and health particularly--that are vital to local Model Cities programs. States should work closely with cities to relate these programs to the needs of the model neighborhood, increasing resources where necessary, and coordinating activities of various State agencies. States can also provide technical assistance to the cities, respond to needs for State legislative changes, and contribute financial resources to local programs.

City-Wide: The Model Cities program is designed to improve the target area and contribute to a more well-balanced, healthy city and metropolitan area. It should also further develop the capability of local government to deal with city-wide problems similar to those faced in model neighborhood areas.

THE MODEL CITIES PROGRAM

IS NOT.. an overnight cure for all the problems of the city. The program should certainly make substantial improvements in education, housing, employment, and other conditions in the target area in a five-year period, but it will not bring about urban utopia.

IS NOT..supported completely by Federal funds. The bulk of the funds for the Model Cities program comes from new investment of private, local and State funds, grants from existing federally aided programs, and better use of money already being spent in the model neighborhood.

IS NOT.. the sole responsibility of a single Federal agency or unit of government. Although the law designates the U. S. Department of Housing and Urban Development as the administering agency, all Federal agencies which administer social, economic, and physical programs share responsibility for the Model Cities program, as do State and local governments.

IS NOT..slum clearance or strictly physical rebuilding. The Model Cities program also emphasizes treating the social and economic needs of residents. Increasing the supply of adequate housing is a major goal, but this will come through rehabilitation of existing structures wherever possible, as well as through new construction.

IS NOT.. a program to be run solely by the agencies of city government or solely by neighborhood residents. Since a successful Model Cities program depends on improvement and coordinated delivery of services which are largely the responsibility of the city government and private agencies, residents cannot run the program apart from the city government. Citizens must, however, have an important role in planning and carrying out the program and may administer parts of the program.

MODEL CITIES - WHAT AND WHY

Q.	What is a Model City?
A.	Any municipality (city or county) selected to receive planning funds as the first step of a five-year program to improve physical, social and economic conditions in a large blighted neighborhood. The target area is generally known as the model neighborhood.

Q. What are some of the improvements that may be made in the model neighborhood?

A. Increased supply of new and rehabilitated housing with maximum choice of housing for all citizens of all incomes; better education, from pre-school through adult; improved health and medical services; increased income levels as well as better welfare and social services; increased opportunities for economic development, jobs, and job training; better transportation, particularly between home and job; reduced crime and delinquency; better physical surroundings through adequate public and commercial facilities.

Within these basic goals of the Model Cities program, the locality plans a program setting its own specific goals that will meet the most urgent needs of the particular neighborhood.

Q. Where does the money for a Model Cities program come from?

A. Public funds will come from existing Federal urban aid programs and State and local sources. Moreover, the amount of private investment in the neighborhood should increase substantially. Model Cities funds pay for 80 percent of the cost of planning and administering a Model Cities program. Model Cities funds are also available in the form of supplemental grants. These supplemental funds which are available only upon approval of the city's plan for the improvement of its target area can be used as cities choose, but with special emphasis upon high priority activities in their model neighborhood program not usually provided for by existing Federal grant-in-aid programs.

Q. What is so special about the Model Cities program if it only offers cities existing Federal grants, plus some extra Model Cities money?

A. The Model Cities program seeks to help cities deal more effectively with the broad range of urban problems by giving them the technical and financial assistance to coordinate and concentrate public and private resources in a locally developed program. The unique features of the program are the supplemental grants to give the city greater flexibility in carrying out its program, the promise of a coordinated Federal response to local needs and the encouragement of a working partnership between city government and residents.

Q. Will the Model Cities program mean that after five years the model neighborhood will offer the same benefits and the same opportunities as the city as a whole?

A. Probably not. During the five-year period the city is expected to make as much progress as possible toward raising the quality of life in the model neighborhood to the levels of the rest of the city. However, the neighborhood is selected because it has some of the worse conditions in the city, and it may not be possible to accomplish all goals within a five-year period. On the other hand, the five-year program should make substantial improvements in the neighborhood, and establish the groundwork for continued progress.

Q. If cities selected for this program are supposed to have neighborhoods with serious social, physical and economic problems, why is it called "Model Cities?"

A. In attacking these human and physical problems, these selected cities are expected to use innovative approaches, new techniques, and reach a high degree of cooperation and coordination of Federal, State and local efforts.

Accomplishments should serve as "models" to be followed by other cities facing similar problems.

MODEL CITIES--WHO HAS A ROLE?

Governments and Private Groups

Q. Which Federal agency administers the Model Cities program?

A. The U. S. Department of Housing and Urban Development in cooperation with all other Federal agencies administering programs to help cities or city residents. These include the Departments of Agriculture, Commerce (Economic Development Administration), Health, Education, and Welfare, Justice (Community Relations Service), Labor, Transportation and Office of Economic Opportunity.

Q. What are the responsibilities of the Federal agencies in the Model Cities program?

A. Federal departments and agencies with major urban aid programs jointly develop and review policy for the Model Cities program, review initial applications for planning grants, and review local planning work. Federal agencies are also responsible for providing assistance to the cities in planning and carrying out programs through local and regional representatives. Assistance would include information on programs and combinations of programs for specific problems, such as housing and education, availability of Federal funds, and help in preparing applications for Federal grants.

Q. Who is responsible for a local Model Cities program?

A. The elected government of the city or county has final responsibility for the local Model Cities program. A local Model Cities administrative unit responsible to the Chief Executive, usually called a City (or County) Demonstration Agency (CDA) must be established or designated for the overall direction of the program, including policy development and coordination of activities of public and private agencies and residents of the model neighborhood.

Q. Who should be involved in planning and carrying out the local Model Cities program?

A. All public and private groups and individuals in the community who are affected by what happens in the model neighborhood, provide services to the model neighborhood, or have resources, financial and otherwise, which can be used in treating model neighborhood problems.

A partial list would include residents of the neighborhood, all city, county and state agencies that provide services to the neighborhood (Police Department, Sanitation Department, County Welfare Department, Health Department), State agencies (State Education Department, State Health Department) elected officials and boards, (School Board), civic and citizen groups (Health and Welfare Council, Chamber of Commerce), organized labor, universities, industry, private businessmen, professionals, churches, and others.

Q. Why is it necessary for States to get involved in local Model Cities programs?

A. The State government is actually the first resource of city governments. States administer many Federal programs, such as education and welfare that are vital to the Model Cities effort. States can also provide valuable technical, manpower and financial resources to the cities. Finally, unmet needs or problems identified by the program might necessitate State legislation for their solution.

Q. What part would local industry and businessmen take in the Model Cities program?

A. A successful Model Cities program will require not only public investment, but commitment of financial and manpower resources from private industry. Businesses and individual businessmen have much to bring to the Model Cities program in planning and carrying out programs such as job training, special courses in schools, providing training and financial assistance to small businessmen, and building and rehabilitating low-cost housing. Businessmen also have valuable management skills to contribute to planning and operating a Model Cities program.

Citizen Participation

Q.	What part do the residents of the model neighborhood take in the Model Cities program?
A.	The Model Cities law requires "widespread citizen participation" in the Model Cities program. HUD has issued general performance standards calling for a citizen participation structure in model neighborhoods. This would give citizens direct access to decision making, so they can influence the planning and carrying out of the program. Leadership of the structure must be accepted by the residents as representing their interests. Residents must also have direct and timely access to technical help which they consider trustworthy.
Q.	Who decides what the citizen participation structure will be?
A.	The city and the local residents decide on a structure that will meet HUD's general standards.
Q.	How do residents choose the people they want to represent them in the Model Cities program?
A.	While HUD does not require any particular method of picking the citizens who will represent the neighborhood, several Model Cities have held elections in their model neighborhoods.
Q.	What happens if citizens and the city cannot agree on the way residents will participate in the program?
A.	If residents and the city cannot agree to a way that will permit the city to meet the citizen participation performance standards of the program, the city cannot participate in the program.
Q.	Does HUD give money directly to citizen groups for technical help?
A.	No. All HUD funds for the Model Cities program go to the city government. There are no direct contracts between HUD and local citizens' organizations. But many cities are contracting part of their Model

Cities planning grants to residents' organizations to pay for staff and consultants acceptable and accountable to these organizations.

Q. Are the residents in the model neighborhood the only ones who should be involved?

A. No. Citizens from the entire metropolitan area should be involved, so that they can use their skills and resources in helping to solve the problems of the model neighborhood. Such broad participation is important because many slum problems have their causes in attitudes and behavior of the wider community.

Q. If a citizens' group feels it has been left out of the program, can it deal directly with HUD?

A. HUD staff will investigate the complaints and report its findings to the city. HUD's objective is to encourage a working relationship between neighborhood and city government, not between the neighborhood and the Federal Government.

Q. What is the relationship between residents who participate in the Model Cities program and the local Community Action Agency (CAA) funded by the Office of Economic Opportunity?

A. Most model neighborhoods are in Community Action Program target areas--either in part or whole. The CAA can provide valuable help to the CDA by assisting in organizing residents to participate in the program, enlisting support of neighborhood residents and providing technical help to the residents. In some cities, the CDA has delegated some planning and organizing functions to the CAA.

Q. Can residents participating in the program be paid?

A. Where financial problems would bar them from participating in the program, residents can be reimbursed for such costs as transportation or baby sitting, and may also be paid for serving on boards. In addition, it is expected that neighborhood residents will work in some jobs which are part of planning activities, and carrying out the program. Such jobs should help develop new careers for neighborhood residents.

Q. Can model neighborhood residents run their own program?

A. The city is basically responsible for the Model Cities program. Since the city government and various private agencies provide services to the model neighborhood, residents cannot run their own program apart from the city government. They can, however, have an important voice in the decisions that are made about the Model Cities program and the city can designate residents' organizations to administer program elements.

Q. How do citizens in the model neighborhood get involved?

A. The city must inform the residents about the Model Cities program, how it affects them, and offer them the chance to participate.

A MODEL NEIGHBORHOOD IN A MODEL CITY

Q. What size area is eligible?

A. The model neighborhood, the target area, can include up to ten percent of the city population in large cities or as many as 15,000 persons in cities of less than 150,000 population. For cities of 15,000 population or less, the whole city may be treated as the target. The area should be compact rather than broken up, and should have boundaries that logically outline the neighborhood.

Q. How is the model neighborhood selected?

A. The city is responsible for selecting the area. The chief elected official and governing body would select the area after consultation with and recommendation from interested citizen groups and residents of the proposed target area. It should be largely residential, and a substantial portion should be hard-core slums with a high concentration of low-income families.

Q. Is the Model Cities program important to anyone in the city other than those living in the model neighborhood?

A. Yes. A city cannot be healthy as long as it contains large blighted neighborhoods with a sizeable number of people cut off from jobs, schooling and housing. The development and improvements should be designed to tie the model neighborhood to the larger area surrounding it, and contribute to a well-balanced city. The program is not intended to make the model neighborhood an island apart from the rest of the city.

CHOOSING A MODEL CITY

Q. How are cities chosen for Model Cities planning funds?

A. Representatives of eight Federal agencies (See p. 4) review the communities' applications for planning grants and make recommendations to the Secretary of HUD who makes the final selection. The applications are judged by these criteria:

--Thoroughness with which the city analyzed the problems of the model neighborhood and showed the relationship between the social, economic and physical problems.

--Seriousness of the needs of the proposed model neighborhood and its residents.

--Ability of the city to carry out a program.

--Commitment of the city government, other appropriate public jurisdictions, and private groups to the program.

--Geography and city population size.

--Involvement of model neighborhood residents and other citizens in preparing the application, and planning and carrying out the program.

Q. Does a city of 5,000 compete for selection with a city of 8 million people?

A. No. The applications of cities of the same general size and geographical area are considered together, so that large and small cities do not compete with each other.

Q. Do cities with the worst physical, social and economic problems get top priority?

A. Although the degree of need and seriousness of social, economic and physical conditions in the model neighborhood are important considerations, need is not the only basis for selection. Since Model Cities is a demonstration program, a special effort is made to select those cities which indicate they will be able to carry out the most effective program.

FEDERAL FUNDS--HOW MUCH? WHAT FOR?

Q. How much money has the Congress authorized for Model Cities?

A. $36 million for planning grants to cities.

$1.9 billion for supplemental grants.

$600 million for urban renewal projects in model neighborhoods.

Q. How much money has been appropriated for the Model Cities program?

A. $23 million for planning grants to cities.

$200 million for supplemental grants.

$100 million for urban renewal projects in model neighborhoods.

(Does not include Congressional action on appropriations for the 1969 Fiscal Year starting July 1).

Q. How much do cities receive in planning funds?

A. Model Cities planning grants cover 80 percent of the cost of planning a program. Grants in the first round ranged from $53,000 to $239,000, based on population and the amount of money needed for planning.

Q. How much will the cities receive in supplemental funds?

A. The actual amount of the grant for the first program year will be based on the population of the model neighborhood, the relative degree of social, physical, and economic problems, and the amount of appropriated funds available. However, a supplemental grant cannot exceed 80 percent of the non-Federal share of Federal grant-in-aid programs used for the benefit of the model neighborhood.

Q. How can a city use supplemental grants?

A. Supplemental grants can be used to finance special experimental projects for model neighborhood residents, to fill gaps not met by other Federal, State or local resources, or for other activities that are part of the model neighborhood program. Supplemental funds should be used primarily for activities that will attract other resources into the model neighborhood, or redirect existing resources to make them more effective. Supplemental funds cannot, however, be used to replace local funds that would normally have gone to benefit model neighborhood residents.

Q. Can supplemental funds be used to pay the local share of additional Federal grants for the model neighborhood area?

A. Only when there is no other money available to pay the non-federal share, and the supplemental funds are not needed to support new or additional activities.

Q. Can supplemental funds or any Model Cities money be used for projects outside the model neighborhood?

A. Only when these projects, regardless of location, will directly benefit model neighborhood residents.

For example, a health clinic which model neighborhood residents use regularly and can get to easily by convenient public transportation could be funded even though it is outside the model neighborhood.

Another example:

A substantial portion of new housing for low-income people displaced by Model Cities activities should be built outside the model neighborhood.

Q. Can a city with a Model Cities program be assured of a grant for any Federal program it wants to use in the model neighborhood?

A. No. The Model Cities program is not a guarantee of specific funds from other agencies. However, the Federal agencies cooperating in the Model Cities program are considering applications for model neighborhood programs as high priority projects.

Q. Do cities that receive Model Cities planning grants automatically qualify for supplemental funds?

A. No. Cities must carry out a planning effort which meets the general standards of the Model Cities program to be eligible to receive supplemental funds.

PLANNING - THE FIRST YEAR

Q. How long is the planning period?

A. The city sets its own schedule for planning, but plans should be completed within one year.

Q. What happens during the planning period?

A. Under the direction of the city, groups and individuals involved in the planning:

--Analyze the problems of the model neighborhood, giving facts, such as the school dropout rate and income levels that indicate problems and explore underlying causes for these conditions.

--Develop long-range goals for improving the model neighborhood.

--Work out a strategy for treating problems and achieving goals.

--Develop plans for a broad five-year program and a detailed action plan for the first year of the program. The first year's plan will include the specific Federal programs to be used in the model neighborhood and show how the first year's supplemental funds will be spent.

Q. Will approval of the plans mean approval for the requests for other Federal programs included in the plan?

A. No. Applications for individual Federal grants will be reviewed separately. But since representatives of the agencies are working with the city during planning and helping them with their applications, applications should receive prompt handling and high priority consideration for funding.

THE MODEL CITIES PROGRAM - AUGUST 1968

Q. How many cities are in the Model Cities program today?

A. 75 cities and counties in 35 States, the District of Columbia and Puerto Rico have received Model Cities planning grants.

Q. Is this program only for large communities?

A. No. The first 75 cities range in size from Pikeville, Ky., with 5,000 people to New York City, a city of 8 million. Ten of the cities in the first group had populations of less than 25,000.

Q. When will the first cities get their plans in and be ready to start their action programs?

A. First plans are expected in the fall and some cities will begin their programs before the end of 1968.

City Demonstration Agency
COMMUNITY PLANNING SURVEY ____________Time Begun

Household Enumeration
RECORD ANSWERS TO QUESTIONS ON THE CHART BELOW

1. What is the name of the head of this household? ENTER ON LINE 1 BELOW

2. What are the names of all other persons who live here?

3. Do any (other) lodgers or roomers live here?_____yes; ______no
   (IF "yes":) Who?

4. Does anyone else live here who is now
   a. temporarily in a hopsital?_____yes_____no
      Who?____________________Where?____________________
   b. away on business? _____yes;_____no
      Who?____________________Where?____________________
   c. away on vacation?_____yes;_____no
      Who?____________________Where?____________________
   d. in the Armed Forces? _____yes;_____no
      Who?____________________Where?____________________
   e. away at college?_____yes;_____no
      Who?____________________Where?____________________

5. Is anyone here on a visit?_____yes;_____no
   Who?____________________Where from?____________________

6. Is anyone else living here? _____yes;_____no
   Who?____________________

7. How is (each person enumerated above) related to the head of the household?

8. How old is (each of these persons) to the nearest birthdate?

9. Sex of (each of these persons).

First and last name of each person in household	Relationship to head of household	Age or year of birth	Sex
1.	Head of Household		
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

CIRCLE THE NUMBER AND NAME OF THE PERSON YOU WILL INTERVIEW

Family structure and stability

10. Are you married, widowed, separated, divorced, or never married?
_____Married _____Divorced
_____Widowed _____Never married
_____Separated (PROCEED TO QUESTION 14)

11. Have you been married more than once?
_______yes
_______no ASK Q. 12 THEN SKIP TO Q. 14

12. What year did you (first) marry________________________________

13. What year did your last marriage take place?__________________

13a. (IF NO LONGER MARRIED:) What year did this marriage end?_______

14. (IF TWO OR MORE DEPENDENT CHILDREN ARE LIVING HERE:)
What of the following is the case here?
____All the children here have the same two parents
____All the children here have the same mother but not the same father
____All the children here have the same father but not the same mother
____Some of the children here have no blood relationship

15. ASK QUESTIONS 15a and 15b ABOUT EACH DEPENDENT CHILD IN HOMES BROKEN BY SEPARATION OR DIVORCE. RECORD INFORMATION IN THE CHART BELOW.

Write in name of child	Contribution to support? CIRCLE ONE ONLY	Visit child? CIRCLE ONE ONLY
____________________	R F O N D	R F O N D
____________________	R F O N D	R F O N D
____________________	R F O N D	R F O N D
____________________	R F O N D	R F O N D
____________________	R F O N D	R F O N D
____________________	R F O N D	R F O N D

15a. How often does the parent absent from the home contribute to (name of child's) support? Regularly? (at least every month); Frequently (at least every third month); Occasionally (less than quarterly); or Not at all. (IF PARENT ABSENT FROM HOME IS DECEASED, CIRCLE D ABOVE)

15b. How often does the parent absent from the home visit the child? Regularly? Frequently? Occasionally? or Not at all?

16. During the next few years do you expect your household to become larger, smaller, or to stay the same size?
________become larger
________smaller
_______stay the same size
_______doesn't know

Housing

17. How many sleeping rooms do you have here?
_____1 room
_____2 rooms
_____3 rooms
_____4 rooms
_____5 rooms
_____6 rooms
_____7 rooms
_____8 rooms
_____9 rooms
_____10 rooms or more

18a. Do you have the use of a complete kitchen?
_____yes (ASK Q. 18a)
_____no (PROCEED TO Q. 19)

18b. Is this kitchen used only by your household?
_____yes
_____no, is shared with another household

19a. Do you have the use of a complete bathroom?
_____yes (ASK Q. 19b)
_____no (PROCEED TO Q. 20)

19b. Is this bathroom used only by your household?
_____yes
_____no, is shared with another household

20. Do you have hot piped water in your living quarters?
_____yes (ASK Q. 20a)
_____no, but does have elsewhere in building (PROCEED TO Q. 21)
_____no hot piped water in this building (PROCEED TO Q. 21)

20a. Where?
_____in both kitchen and bathroom
_____in the kitchen but not in the bathroom
_____in the bathroom but not in the kitchen
_____elsewhere in the unit though not in the kitchen or bathroom

21. Are your living quarters heated by central heating, by portable heaters, or not heated?
_____central heating
_____portable heaters
_____not heated

22. Do you enter these living quarters directly from the outside, or through a common or public hall, or through someone else's living quarters?
_____directly from the outside
_____through a common or public hall
_____through someone else's living quarters

23. Does anyone else living in this building use your entrance to get to his living quarters?
______yes ______no

24. Is the owner of these living quarters a member of this household?
______yes (ASK Q. 24a and b)
______no, we rent these living quarters (ASK Q. 24c)
______no, we don't pay cash rent (PROCEED TO Q. 25)

24a. Is this cooperative or condominium ownership?
______yes, cooperative or condominium ownership
______no, conventional ownership

24b. What is the value of this property; that is, how much do you think this house and lot would sell for? (Probe: Give me a rough idea. What would be your guess?)
______Less than $5,000
______$5,000-$ 7,499
______$7,500-$ 9,999
______$10,000-$12,499
______$12,500-$14,999
______$15,000-$19,999
______$20,000-$24,999
______$25,000-$29,999
______$30,000-$34,999
______$35,000-$49,999
______$50,000 or more

24c. What is your rent?

Per week	Per Month	Per Year
______Under $10.00	______Under $43.33	______Under $520.00
______$10 - 14.99	______$43.33 - 64.99	______$520 - 799.99
______$15 - 19.99	______$65.00 - 86.65	______$780 -1,039.99
______$20 - 24.99	______$86.66 -108.31	______$1040-1,299.99
______$25 - 29.99	______$108.32-129.99	______$1300-1,559.99
______$30 - 34.99	______$130.00-151.65	______$1560-1,819.99
______$35 - 39.99	______$151.66-173.31	______$1820-2,079.99
______$40 - 44.99	______$173.32-194.99	______$2080-2,339.99
______$45 - 49.99	______$195.00-216.64	______$2340-2,599.99
______$50 or more	______$216.65 or more	______$2600 or more

Mobility

25. How many times have you moved in the last ten years?

_____None
_____One
_____Two
_____Three
_____Four
_____Five or more

26. Where did you live just before you moved here?

_____Another address on this street)ASK Q. 27 then
_____Within walking distance of this address)SKIP TO Q. 30
_____Elsewhere in this city) "
_____Elsewhere in this state)ASK Q. 28, 29
_____In another state) "
_____Outside the United States)SKIP TO Q. 29

27. Did you move from that address because you wanted to or because you had to?

_____Wanted to
_____Had to
Please explain:____

(If "had to" because of government order:) Did the government help you find this place to live, or did some private agency help you, or did you find it on your own?

_____Help from government agency
_____Help from private agency
_____On his or her own

28. What city, town and what state did you move here from?

____

29. How large a place was this?

_____A large city of 250,000 population or more
_____The suburb of a large city
_____A medium size city of 50,000 to 250,000
_____A small city of 25,000 to 50,000
_____A town of 10,000 to 25,000
_____A village of 2500 to 10,000
_____Smaller than 2500
_____From the open country
_____From a farm

30. How long have you been living at this address?

_____Less than six months
_____Six to twelve months
_____One to two years
_____Three to five years
_____Six to ten years
_____Over ten years

31. If you could live anywhere you wanted, would you like to stay on here or would you like to move from this place?
_____Stay on here (SKIP to Q. 34)
_____Move from this place (ASK Q. 32 and 33)

32. Would you like to move
_____Elsewhere on this same street
_____Within walking distance of this place
_____Elsewhere in the city) ASK Q. 33
_____In a suburb of this city) "
_____Elsewhere in the nation) "
_____Other reply. Specify:_______________________________________

33. Where?____

Why there?____

34. How important is it for you to stay on here? Quite important or doesn't it matter too much to you?
_____Quite important
_____Doesn't matter too much

35. Regardless of what you might like to do, how long do you think you actually will stay at this address?
_____Less than six months
_____Six to twelve months
_____One to two years
_____Three to five years
_____Over five years
_____As long as possible

Education

36. What is the highest grade you attended in school?
_____None
_____Elementary school grades
    _____First grade
    _____Second grade
    _____Third grade
    _____Fourth grade
    _____Fifth grade
    _____Sixth grade
    _____Seventh grade
    _____Eighth grade Did you graduate?_____yes;_____no
_____High school grades
    _____First year
    _____Second year
    _____Third year
    _____Fourth year Did you graduate?_____yes_____no
_____College grades
    _____First year
    _____Second year Do you have a two-year associate
    _____Third year degree?_____yes_____no
    _____Fourth year Did you graduate?_____yes_____no
_____Post college
    _____One Year
    _____Two years Do you have a Master's Degree__yes__no
    _____Three or more years
    Do you have a Doctor's Degree__yes__no

Employment

37. Did you work at any time last week or the week before?
______Yes
______No   (SKIP TO Q. 50)

38. What kind of work did you do?____

39. What was your job title?____

40. Were you an employee of a private industry business, a government employee, self-employed in your own business or profession, or working without pay in a family business?
______Employee of a private company (ASK Q. 41)
______Government employee (SKIP TO Q. 43)
______Self-employed (SKIP TO Q. 43)
______Working in family business (SKIP TO Q. 43)

41. Is this company primarily manufacturing, construction, wholesale trade, retail trade, service, or another activity?
______Manufacturing
______Construction
______Wholesale trade
______Retail trade
______Service
______Another activity

42. How many employees work for this company full-time?
______Fewer than 50
______Between 50 and 99
______Between 100 and 249
______Between 250 and 499
______500 or more
(SKIP TO Q. 44)

43. Did you work for the Federal, State, County, or Municipal government?
______Federal
______State
______County
______Municipal

44. How did you get to work last week?
______Worked at home
______Walked to work
______Taxicab
______Bus, subway, streetcar
______Railroad
______Passenger, private auto (carpool)
______Driver, private auto

45. How long did it take you to get to work last week?
_____Up to 15 minutes
_____16 - 30
_____31 - 45
_____46 - 60
_____Over an hour

46. How many hours did you work last week (at all jobs)?
_____1 to 14) ASK Q. 47
_____15 to 29) "
_____30 to 34) "
_____35) SKIP TO Q. 49
_____36 to 39) "
_____40) "
_____41 to 48) "
_____49 to 59) "
_____60 or more) "

47. Do you usually work 35 hours or more a week at this job?
_____Yes (ASK Q. 48)
_____No (SKIP TO Q. 49)

48. Which of the following are the reasons why you worked less than 35 hours last week?
_____Full-time work week under 35 hours
_____Slack work, material shortage, plant or machine repair
_____New job started or job terminated
_____Could find only part-time work
_____Labor dispute
_____Legal holiday
_____Work called off because of bad weather
_____Own illness
_____On vacation
_____Religious holiday
_____Too busy with housework, school, personal business, etc.
_____Did not want full-time work
_____Retired
_____Other reasons____
(Specify)

49. How much did you earn last week before deductions?_______________

50. Do you have a job or business from which you were temporarily absent or on layoff the last two weeks?
_____Yes, has a new job to begin within 30 days
_____Yes, on layoff, labor dispute, other involuntary reason
_____Yes, on vacation, illness, other voluntary reason
_____No, does not have a job, is retired, etc.

51. Did you look for work at any time during the past four weeks?
_____yes (ASK Q. 52, 53)
_____no (SKIP TO Q. 54)

52. How many weeks altogether have you been looking for work or on layoff?
_____1 - 4 weeks
_____5 - 6 weeks
_____7 - 10 weeks
_____11 - 14 weeks
_____15 - 26 weeks
_____27 weeks or longer

53. Could you have taken a job last week?
_____Yes, could have
_____No, none available
_____No, because of temporary illness
_____No, for other reasons (Specify:___________________________)

54. Do you want a regular full or part-time job now?
_____Yes
_____No
_____Maybe, it depends (Specify_________________________________)

55. Here are the usual reasons why people do not look for work. Which of these explains why you haven't looked for work in the last four weeks?
_____Believes no work is available in his field in this area
_____Past efforts to find work of any kind have been useless
_____Lacks necessary schooling, training, skills, or experience
_____Employers think him too old or too young
_____Ill health, physical disability
_____Other personal handicap in finding a job
_____Can't arrange for child care
_____Other family responsibilities
_____Is attending school
_____Other reason (Specify)_____________________________________

56. When was the last time you worked at all, even for a few days?
_____in 1968
_____1964 - 1967
_____1959 - 1963
_____1958 or earlier
_____Never worked

57. What kind(s) of work did you do then?____________________________

58. What was your job title(s)?______________________________________

59. Are you a member of a trade or labor union
_____Yes (SKIP TO Q. 61)
_____No (ASK Q. 60)

60. Have you ever been?
_____Yes
_____No

61. During the last twelve months how many weeks did you work altogether, either full-time or part-time?
______4 weeks or less
______5 - 8
______9 - 13
______14 - 26
______27 - 39
______40 - 47
______48 - 49
______50 - 52

62. How many times have you changed employers during the past three years?
______None
______1
______2
______3
______4
______5
______6 or more job changes

Family Income

63. How many members of your family worked during the past twelve months, even if only for a few days?
______None
______One
______Two
______Three
______Four
______Five or more

64. Which of the categories on this card comes closest to your family total income from all sources this past year? (Card A)

Per Year	Per Month	Per Week
______Under $1,000	______Under $83.33	______Under $19.23
______1,000- 1,999	______83.33-166.66	______19.23- 38.45
______2,000- 2,999	______166.67-249.99	______38.46- 57.68
______3,000- 3,999	______250.00-333.33	______57.69- 76.91
______4,000- 4,999	______333.34-416.66	______76.92- 96.14
______5,000- 6,999	______416.67-583.33	______96.15-134.61
______7,000- 8,999	______583.34-749.99	______134.62-173.07
______9,000-10,999	______750.00-916.66	______173.08-211.52
______11,000-or more	______916.67-or more	______211.53-or more

65. Here is a list of sources of family income. From which of these did anybody in your family get any money at all? (Card B)

A. job earnings such as wages, salary, commissions, bonuses, or tips? ___yes ___no

b. profits from his own business or fees from his profession? ___yes ___no

c. retirement checks from the U. S. Gov't for social security or railroad retirement? ___yes ___no

d. interest on savings accounts ___yes ___no

e. dividends on stocks or income from other investments? ___yes ___no

f. rental of rooms to roomers and boarders? ___yes ___no

g. public assistance or welfare? ___yes ___no

h. pension money from the Government? or from private employers? ___yes ___no

i. unemployment insurance? ___yes ___no

j. veterans' payments? ___yes ___no

k. workmen's compensation, illness or accident insurance or benefits? ___yes ___no

l. gifts of money from relatives, friends or neighborhoods? ___yes ___no

m. gifts of money from private welfare agencies? ___yes ___no

n. winnings from gambling at horse racing, cards, dice, the numbers, etc.? ___yes ___no

Health

66. Do you have any ailment, condition, or problem with your health?
______Yes
______No (SKIP TO Q. 82)

67. What?____

68. Since when have you had it?________________________________

69. Have you seen anybody about this ailment, condition, or problem during the past two weeks?
______yes
______no (SKIP TO Q. 73)

70. Whom?
_____Physician
_____Registered nurse
_____Practical nurse
_____Pharmacist
_____Faith healer
_____Other person? Specify_______________________________________

71. Where?
_____At home
_____Hospital
_____Clinic
_____Doctor's office
_____Elsewhere. Specify____

72. How did you get there?
_____Walking
_____Bus, streetcar, subway
_____Taxicab
_____Ambulance
_____Private Car
_____Other means. Specify____

73. Did you take any medicine for (ailment, condition, or problem) during the past two weeks?
_____Yes
_____No (SKIP TO Q. 77)

74. Was this a physician's prescription, a patent medicine, or a homemade remedy?
_____Prescription
_____Patent medicine
_____Homemade remedy

75. Where was it bought?
_____Drug store
_____Grocery store
_____Mail order house
_____Elsewhere. Specify____

76. How much did it cost?_______________________________

77. Last week, or the week before, did your (ailment or health problem) cause you to cut down on the things you usually do?
_____Yes
_____No (SKIP TO Q. 82)

78. Did you have to cut down for as much as a day?
_____Yes
_____No

79. How many days did you have to cut down during that period?
______1
______2
______3
______4
______5
______6
______7
______8
______9
______10 or more

80. During that two-week period, how many days did your (ailment or health problem) keep you in bed all or most of the day?
______None
______1
______2
______3
______4
______5
______6
______7
______8
______9 or more

81. How many days did your ailment or health problem keep you from work (or school) during that two-week period?
______None
______One
______Two
______Three
______Four
______Five
______Six
______Seven
______Eight
______Nine or more

82. Did you ever have an accident or injury that bothers you or affects your health in any way?
______Yes
______No (SKIP TO Q. 85)

83. Did the accident happen at home, at work, at school, on the street, in a playground or other recreation area, or some other place?
______at home
______at work
______at school
______on the street or highway
______in a playground
______other recreation area
______some other place

84. In what room did the accident or injury occur?
_____kitchen
_____bathroom
_____bedroom
_____elsewhere. Specify______________________________

85. Have you been in a hospital at any time since a year ago today?
_____Yes
_____No (SKIP TO Q. 90)

86. How many times were you in the hospital during that period?______

87. How many nights were you in the hospital?____________________

88. For what condition did you enter the hospital -- do you know the medical name?______________________________

89. Were any operations performed on you during this stay at the hospital?
_____Yes What operation?____________________
_____No

Welfare Assistance

90. Have you ever been on welfare in order to receive some form of public assistance?
_____Yes, is on welfare now
_____Yes, but is not on welfare now
_____No, has never been on welfare (SKIP TO Q. 99)

91. Which of the following types of public assistance (are you now receiving) (have you received)?
_____Old age assistance
_____Aid to permanently and totally disabled
_____Medical assistance
_____General assistance
_____Aid to the blind
_____Aid to families with dependent children
_____Medical assistance for the aged

92. About how many different times have you been on welfare?
_____1 time
_____2 times
_____3 times

93. About how long altogether have you been on welfare (counting all of the different times) -- les than 1 year, from 1 to 3 years, or more than 3 years?
_____Less than 1 year
_____From 1 to 3 years
_____More than 3 years

94. After you asked for welfare the last time, how long was it until you got your first welfare check -- less than one month, from 1 to 2 months, or more than 2 months?
_____Less than 1 month
_____From 1 to 2 months
_____More than 2 months

95. Is the welfare office you applied to within walking distance or too far fro walking?
_____Within walking distance
_____Too far for walking

96. If welfare could give you more money, for which one of the following would you spend most of the extra money?
_____Rent or mortgage payments
_____Food
_____Clothes
_____Medical expenses
_____Transportation
_____Something else. What?_____________________________________

97. Do you think that most welfare workers understand your problems very well, fairly well, not very well, or not well at all?
_____Very well
_____Fairly well
_____Not very well
_____Not well at all

98. Do you feel you need to see a welfare worker about your problems more often than once a month, about once a month, or less than once a month?
_____More often than once a month
_____About once a month
_____Less often than once a month

99. Do you think that the rules for getting welfare are very fair, somewhat fair, not very fair, or unfair?
_____Very fair
_____Somewhat fair
_____Not very fair
_____Unfair

100. Have you ever been turned down for welfare?
_____Yes
_____No (SKIP TO Q. 102)

101. How many times have you been turned down?
_____Once
_____Twice
_____Three or more times

Neighborhood Services

102. How well satisfied are you with the public schools in this neighborhood?
_____Quite satisfied
_____Fairly well satisfied
_____Somewhat dissatisfied
_____Very dissatisfied
_____No opinion
_____No experience with it

103. How well satisfied are you with the police department in this neighborhood?
_____Quite satisfied
_____Fairly well satisfied
_____Somewhat dissatisfied
_____Very dissatisfied
_____No opinion
_____No experience with it

104. How well satisfied are you with the fire department in this neighborhood?
_____Quite satisfied
_____Fairly well satisfied
_____Somewhat dissatisfied
_____Very dissatisfied
_____No opinion
_____No experience with it

105. How about the sanitation department, garbage collection in this neighborhood?
_____Quite satisfied
_____Fairly well satisfied
_____Somewhat dissatisfied
_____Very dissatisfied
_____No opinion

106. How about the way the department of buildings goes about inspecting for violations of the housing code. Are you:
_____Quite satisfied with this department
_____Fairly well satisfied
_____Not too well satisfied
_____Not satisfied at all
_____No opinion
_____No experience with it

107. How do you feel about the State Employment service in this area? Are you:
_____Quite satisfied
_____Fairly well satisfied
_____Somewhat dissatisfied
_____Very dissatisfied
_____No opinion
_____No experience with it

Neighborhood Relations

108. Do you think people of different income levels ought to live together in the same neighborhood?
______Yes
______No
______Uncertain

109. Do you think people of different religions ought to live together in the same neighborhood?
______Yes
______No
______Uncertain

110. How about people of different races, do you think Negroes and whites ought to live together in the same neighborhood?
______Yes
______No
______Uncertain

111. How about people of different nationalities?
______Yes
______No
______Uncertain

112. Think of your three best friends. Where does each live -- in your neighborhood or someplace else?

	Neighborhood	Elsewhere
1st Friend	______	______
2nd Friend	______	______
3rd Friend	______	______

113. How often do you visit with (1st, 2nd, 3rd Friend) every day, 3 times a week, once a week, once a month or less?

	Every Day	3 times a week	once a week	once a month
Friend	______	______	______	______
2nd Friend	______	______	______	______
3rd Friend	______	______	______	______

Citizen Participation

114. Do you know of any social, economic, political, religious, or civic clubs or organizations which meet regularly in this neighborhood?
______Yes (Record information in chart below)
______No (SKIP TO Q. 119)

115. What are their names?______________________________________

116. Do you know of any others?______________________________

117. Which of these, if any, have you ever belonged to?__________
____

118. Which do you belong to now?______________________________

118a. (Ask about each group - belongs to now) Do you attend its meetings Frequently, Occasionally, Rarely, or Not At All.

118b. Are you now or have you ever been an Officer of this group?
______Yes
______No

Names of Groups	Ever Belonged		Belongs Now		Attendance Pattern					Officer?	
	Yes	No	Yes	No	F	O	R	N		Yes	No

A block club is a group of neighbors who meet regularly to help city officials plan improvements in the neighborhood and later help them carry out their plans.

119. If a block club were organized in this neighborhood, would you join?
______Yes
______No
______Undecided

120. Would you run for office?
______Would run for office
______Would not run for office
______Undecided

121. The Gary Model Cities Agency has organized a citizens' advisory committee to help it make plans for improving the model neighborhood. Some residents from around here were asked to join. If you were asked to be a member of this advisory group, would you be willing to join?
______Yes
______No
______Uncertain

122. What are the names and addresses of people living around here whom you would like to represent this neighborhood on a citizens' advisory committee?

_____________________________ _____________________________

_____________________________ _____________________________

_____________________________ _____________________________

_____________________________ _____________________________

_____________________________ _____________________________

123. Do you now belong or have you ever belonged to any political club?
_____Yes, belongs now
_____No, has belonged but dropped out
_____No, never belonged (skip to Q. 127)

124. Have you ever campaigned for the election of someone in this neighborhood to any public office?
_____Yes
_____No

125. Have you yourself ever run for any political office?
_____Yes
_____No

126. Do you think you ever will?
_____Yes
_____No
_____Uncertain

127. Have you ever been invited or asked to join any political club?
_____Yes: Which?______________________________________
_____No

128. If you were invited to join by an officer of a local political club, do you think you might join it?
_____Yes
_____No
_____Uncertain

129. Did you vote in the last election?
_____Yes
_____No (Skip to Q. 131)

130. Was this a national or a local election?
_____National
_____Local
_____Uncertain

131. Are you a registered member of any political party?
______Yes
______No

132. Do you expect to vote in the next election?
______Yes
______No
______Uncertain

Social Characteristics

133. Sex of Respondent: ______Male ______Female

134. Age to nearest birthdate____________________

135. Ethnic:
______White
______Negro
______American Indian
______Spanish American
______Oriental
______Other

136. Where were you born? ______________________________
City State

137. Regional Code:
______New England
______Middle Atlantic
______South Atlantic
______North Central
______South Central
______Mountain
______Pacific

138. How large a place was that?
______250,000 or more
______100,000 to 250,000
______ 50,000 to 100,000
______Open Country

139. Where did you live when you were a teenager?
____
City State

140. How large a place was that?
______250,000 or more
______100,000 to 250,000
______ 50,000 to 100,000
______Below 50,000
______Open Country
______Farm

141. Regional Code:
______New England
______Middle Atlantic
______South Atlantic
______North Central
______South Central
______Mountain
______Pacific

142. Who was the chief breadwinner in your family when you were a teenager?
______Father
______Mother
______Other, whom?

143. What did (chief breadwinner) do for a living?____________________

144. Was your family ever on welfare when you were growing up?
_____Yes
_____No, application rejected
_____No, never applied

145a. Overall, what do you think about the housing situation in Gary? (Do you think the housing here is good enough?)

____

145b. What about PUBLIC HOUSING-what do you think about that in Gary?

____

146. If there was a neighborhood group here that met to talk about your own local problems, would you go to the meetings?
Yes_____
No______
Comments:____

____

147. Would you want to help in planning for improvements for your neighborhood?
Yes_____
No______
Comments:____

____

148. Do you think the city will take the ideas of people like you into account when they decide what to do around here?
Yes_____
No______
Comments:____

____

149. What do you think about the MODEL CITIES PROGRAM?_______________

____

150. Some people have some pretty strong ideas about the library site. What are your feelings?____

____

151. What about URBAN RENEWAL, do you have any ideas about that?

____

152. Overall, what do you think about the city government here, do you think it's:
Very good?_____
Pretty good?_____
or Not Very good?_____
(Comments:)____

153. In general, what do you think about the CIVIL RIGHTS movement?
____

154. If there were a neighborhood center in your area, would you and your family use that?
Yes_____
No_____
Comments:____

155. The only way we can know how people feel is to ask for their opinion. Could you tell me what things the CITY should be doing to improve this neighborhood?__________________________________
____

156. What do you think the RESIDENTS should do to improve this neighborhood?____
____

157. What do you think are the worst problems in this neighborhood?
____
____
____
____

We have covered a lot of ground in our interview, but there may be some particular topic that you feel is important that we have not asked about. Is there anything you would like to add to what you have already told me?

Thank you very much for your help with this community planning survey.

MSS
546

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HQ-July 1969

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October 10, 1969

Robert W. Jackson
1720 West 5th Avenue
Gary, Indiana 46404

Dear Bob:

On behalf of the NTL Institute Professional Development Staff, we are pleased to extend an invitation for you to apply for Professional Membership in the NTL Institute Network. As you may know, we have been working with representatives of the Black Ad Hoc Committee, which was formed this summer at Bethel, in developing plans for significantly greater involvement of Blacks in NTL Institute programs and building programs relevant to the Black Community.

One of the major tasks of this group is to review the names of individuals who have been involved on NTL staffs, as participants in NTL Institute Intern and Change Agent programs, or in specifically designed Black Trainer programs. We identified in our initial scanning approximately 50 individuals, including yourself, whom we felt met the criteria for Professional Membership, and for whom we would act as the Professional Development sponsors. This invitation is issued with the understanding that, should you choose to apply, you would be elected by the NTL Institute Board on November 14, 1969, having submitted your completed application and the application fee of $25. No additional spnsorship forms will be needed. The deadline for these materials is November 7, 1969, as the Board meeting is the following week. Of course, it can be acted on at the next meeting of either the Executive Committee or the Board if, for any reason, there is a dely in our receiving the materials.

The enclosed material includes information on membership, a list of the NTL Institute network, and necessary application forms. A copy of the minutes of the meetings between representatives of NTL Institute and the Black Ad Hoc Committee will be mailed under separate cover.

In making your decision about whether to apply for membership at this time, we would hope that you would give special attention to the criteria and definition of Professional Member and to the sheet which describes the relationship of Professional Members to the NTL Institute. It is important

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that you concur in our judgment that you meet the criteria and that you have as clear a picture as possible of the benefits and conditions of membership in the NTL Institute Network. Should you decide for any reason that you do not wish to apply at this point, we would hope that we would continue to maintain contact in whatever way seems to be mutually desirable.

We look forward to hearing from you in the near future and urge you to contact either of us at the NTL Institute if you have questions. The members of the Black Ad Hoc group who have worked with us on the professional development program are also listed below, should you want to contact them.

With best regards,

Charles Seashore

Charles Seashore
Director
Professional Development

Vlad Dupre

Vladmir A. Dupre
Director
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September, 1969

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NTL INSTITUTE RESOURCE MEMBERSHIP CATEGORIES

Criteria and procedures for selection of resource members are determined by the NTL Institute Board Committee on Resource Membership and implemented by the Professional Development Staff. Inquiries should be sent to (Mrs.) Helen Quinn, Administrative Secretary for Membership and Professional Development.

FELLOWS — Annual Dues $100

NTL Institute Fellows are persons trained in one of the social or behavioral sciences or in one of the professions of social practice. They must have achieved a high degree of competence in consultation with groups of organizations or larger social systems on change problems. In addition, they must have published contributions to the advancement of knowledge, have served satisfactorily in positions requiring the assumption of autonomous professional responsibility, and have expressed interest in a continuing relationship with NTL Institute. NTL Institute Fellows are available for recruitment and assignment to the staffs of various NTL Institute projects and activities.

NTL Institute Fellows are nominated by a Panel of Fellows who annually review all Associates and Professional Members.

ASSOCIATES — Annual Dues $50

NTL Institute Associates are persons trained in one of the social or behavioral sciences or in one of the professions of social practice. They must have demonstrated themselves to be competent in the training and research methodologies for which NTL Institute stands and/or competent in consultation with groups or organizations or larger social systems on change problems. NTL Institute Associates are available for recruitment and assignment to the staffs of various NTL Institute projects and activities.

NTL Institute Associates are nominated by the NTL Institute Professional Development Staff on the basis of past and anticipated utilization in NTL Institute administered programs.

PROFESSIONAL MEMBERS — Annual Dues $50

NTL Institute Professional Members are persons trained in one of the social or behavioral sciences or in one of the professions of social practice. They must have demonstrated themselves to be competent in the training and research methodologies for which NTL Institute stands and/or competent in consultation with groups or organizations or larger social systems on change problems. Professional Members are available for recruitment and assignment to the staff of NTL Institute projects and activities, although no employment commitment is implied for persons in this category.

NTL Institute Professional Members must be sponsored by four network members, one of whom must be a designated regional representative of the NTL Institute Professional Development Staff.

June 1969

THE RELATIONSHIP OF PROFESSIONAL MEMBERS TO THE NTL INSTITUTE

Professional Membership in the NTL Institute is based upon the individual being in a position involving application of behavioral science as a large part of his occupational life and where the individual has had adequate training and experience to be judged as competent in his professional role by colleagues in the NTL Institute.

The cost of membership includes a $25 application fee and annual dues of $50. These funds provide for support of services to members which includes the following benefits:

1. Subscriptions to NTL Institute publications including The Journal of Applied Behavioral Science, Human Relations Training News, and regular newsletters and mailings.
2. Participation in local, regional, and national activities and meetings of the NTL Institute.
3. Periodic assessment of interest for possible participation on the staffs of NTL Institute programs.
4. Eligibility for voting for the four NTL Institute Board representatives of Professional Members and Associates.
5. Liaison to resources of NTL Institute staff.
6. Recognition of competence by peers and colleagueship with other members of the profession.
7. Annual review by staff for Associate status.

It is also important to understand some of the things that are not meant to be implied by Professional Membership:

1. Professional Membership does not carry with it a commitment for utilization on the staffs of NTL Institute programs.

   It is not possible for the NTL Institute to consistently provide employment opportunities for all members of the network. Professional Members are considered for staffing. Those who develop a history of utilization and for whom the staff judges that there will be a continuing need for their services are proposed by the staff for Associate status. All Professional Members are reviewed annually by the staff.

2. Network Membership as a Professional Member, Associate or Fellow does not imply accreditation or certification as a T-group Trainer.

   Although a high percentage of the network have skills in in T-group training, network membership is also available to persons who are competent in research, consultation or administration of activities in the Applied Behaviral Sciences. it is left up to each network member to adequately and accurately represent his areas of skill and competence to clients, colleagues, or the public.

October 1969

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CRITERIA FOR NTL INSTITUTE PROFESSIONAL MEMBERS

ROLE

The applicant is presently filling a position (as a total or large part of occupational life) which involves the application of behavioral science through teaching, research, consultation, administration or any combination of these functions.

TRAINING

The applicant has received adequate training as a change agent through formal education, specially designed professional development programs, supervision by qualified professional staff, or sufficient direct experience in the field of applied behavioral science. No specific requirements will be placed on professional degrees, although the amount of such education and professionalization will be strongly taken into account.

EXPERIENCE

The applicant has functioned as an applied behavioral scientist in a variety of client systems, other than his own organization. This will include experience in NTL Institute programs or in comparable programs recognized by the NTL Institute.

COMPETENCIES

In the judgment of colleagues in the NTL Institute and members of the Professional Development Staff, an applicant will possess the following characteristics:

- adequate awareness of his own strength and limitations;
- acceptance and recognition as a competent individual in his professional role;
- ethical responsibility in the use of his resources and in representation of his relationship with the NTL Institute.

October 1969

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Total Associates - 214

HQ - July 1969

PROPOSAL FOR

A PROGRAM OF TRAINING AND RESEARCH FOR

COMPREHENSIVE COMMUNITY DEVELOPMENT

Prepared by

Dr. Donald Klein

H. Curtis Mial

Dr. Hans Spiegel

in consultation with the

Core Committee of the

Center for Community Affairs of

NTL Institute for Applied Behavioral Science,
(Formerly National Training Laboratories)
Associated with the National Education Association

June 20 1969

Overview

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In consultation with the Core Committee of the

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and with representatives from collaborating

Community Development Locations

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(Formerly National Training Laboratories)
Associated with the National Education Association

June 20, 1969

Overview

The thesis of this Proposal is that single correctives, no matter how sophisticated or well funded, will not improve conditions significantly in communities. Public housing, for example, has not and will not alone eliminate slums. Real educational improvement seems impossible to achieve in seriously ailing communities. Health teams are increasingly looking to a healthy, productive, stimulating community as their ultimate concern rather than disease and its specific symptoms.

Improvement, it now seems clear, requires that multiple programs in manpower, health, recreation, education, housing, mental health, physical planning, income maintenance, etc. be phased into a comprehensive community development program. This requires a wide range of capacities and skills. It requires the kind of adequate funding that encourages coordinated approaches and discourages piecemeal efforts. It requires the capacity to plan social and physical improvement efforts that will link public and private sectors, administrative ability to coordinate such efforts, and a basic commitment to collaboration. It requires participation by those who are affected (particularly residents of target areas) and confidence that what they do can make a difference--with quick, continuing evidence that it does make a difference.

Though appropriate legislation and funding are crucial elements, these conditions can neither be mandated by law nor purchased. They have to be "grown." We suggest that the basic problem is the development of competent, confident, caring human resources. We see effective experience-based training as potentially a key factor. In fact, it could become the most important single change instrument in our society.

The "State of the Art"

A major new industry has been in the making during the past few years--training for community improvement. There is, however, a gap between the rhetoric of community training, which calls for a comprehensive approach to the community, and the practice which continues to be partial both in terms of content and of clientele. Approaches are fragmentary and piecemeal. Typically they focus on problems internal to a particular program or organization, though the "crunch" is often at the interfaces between organizations and groups. There is the dual need for building internal or organizational health and for improving inter-relationships between organizations. The latter must involve work on intergroup communications and inter-agency meshing of efforts that transcend the primary goals of individual segments of the community.

The need is apparent, and there now exists the training competence and commitment to work out comprehensive approaches to the solution of community problems.

Proposal

The NTL Institute has had extensive experience since 1947 in training community, business, educational, and government leaders for interpersonal, small-group, and organizational competence. In the course of this, a unique, extended staff of some 350 trainers and consultants has been developed across the country located in university and other training centers. Training methodologies using experience-based learning have been invented, and a wide range of applications have been tested. We propose now to tap these resources in creating a new national Community Resource and Action Laboratory (CoRAL) linked with Community Development Locations (CDLs). This local/national facility will have two major thrusts:

1. The application of existing knowledge related to fostering individuals' capacity to change, increasing small group effectiveness, promoting organizational development, and supporting effective coordinated community action;

2. The building of new knowledge related to the unique training needs of comprehensive community development.

These efforts will entail both a study in depth of the present state of the art of training for community development, and an action research program. We envision a very active reciprocal collaboration between CoRAL and the CDLs as clients, field settings, and reality testers. We see CoRAL as an R and D Center for community development. We propose an open system with mutual influence with other training and research facilities. The relationship between CoRAL and CDLs and other facilities is outlined in the attached diagram. CDLs will be funded independently and will eventually help maintain CoRAL through contracting for services. During the initial year CoRAL will work closely with the CDLs in their developmental phase--both program and fund raising. Through a feedin, feedback, feedout cycle, we propose to provide training and consulting resources, knowledge and materials, and staff help to develop measures of effectiveness, and then to disseminate what is learned to CDLs and other training efforts. (See attached chart)

Methodologically, we will build on experience-based training approaches pioneered by NTL Institute as well as on designs developed elsewhere. We will test new mixes and we expect to invent new approaches. For example, we have given preliminary testing to a new simulation training model which we see as a particularly promising and largely undeveloped means enabling community action groups to test in advance and to practice strategies and tactics for solving organization problems with training assistance. A specific interest is to test the usefulness of simulation for research into complex social and man-environmental relationships that do not lend themselves to study by ordinary methods of laboratory control or field inquiry. To our best knowledge, the approach proposed has not been tested elsewhere.

Research

We will be concerned especially with the study of factors affecting the selection of different action approaches and with understanding variables contributing to the relative effectiveness of different strategies. The research program will be based on the assumption that approaches to community action are a function both of the unique nature of the problem and of conditions for community action existing among the groups involved. The "ends pre-exist in the means." Initially, we project for special study three "conditions variables" - trust, relative power, and the amount of social connectedness among groups.

We are challenged to link action and research by engaging the groups being studied in a collaborative process of inquiry. Research should inform action and vice versa. We hope to avoid either of the common pitfalls of community action research--being so gross as to obscure significant patternings, or so refined that implications are buried in microscopic analysis. We propose concentrating research on delimited sequences of community action and then consulting with community groups while they test action tactics and strategies as they attempt to apply specific learnings to the solution of community problems.

It is expected that knowledge gained will enable community change agents to understand better and intervene more effectively in the improvement of the community as a human environment. Specific products in terms of documented findings, training designs, carefully designed training games, schema for classifying action strategies, training materials, and evaluation of the suitability of introducing computer simulation are detailed in the Proposal.

Trainer Development

A realistic assessment on the basis of NTL Institute experience in training trainers and consultants indicates that we should be able to train 100 to 250 persons as community-related training consultants with differentiated skills each year.

CDLs

The Proposal details the present status of program development and relationships with five probable CDLs for the first year--Gary, Indiana; Niagara Falls, N.Y.; Newton, Kansas; Richmond, Virginia; and West Virginia (Appalachia).Preliminary work with key initiating groups or agencies in Washington, D.C. is also described. Washington is seen both as national site for CoRAL and also as a central source of clients and collaborators.

Funds

We are seeking $1,300,000 over a five-year period, with an additional $200,000 budgeted as anticipated contracts for services the fourth and fifth years. These funds will enable the creation of CoRAL, collaboration in the development of five to ten CDLs (independently funded) and a continuous study of training efforts related to community development in each of the locations.

---

*See Appendix of the Proposal for examples of CDL proposals.

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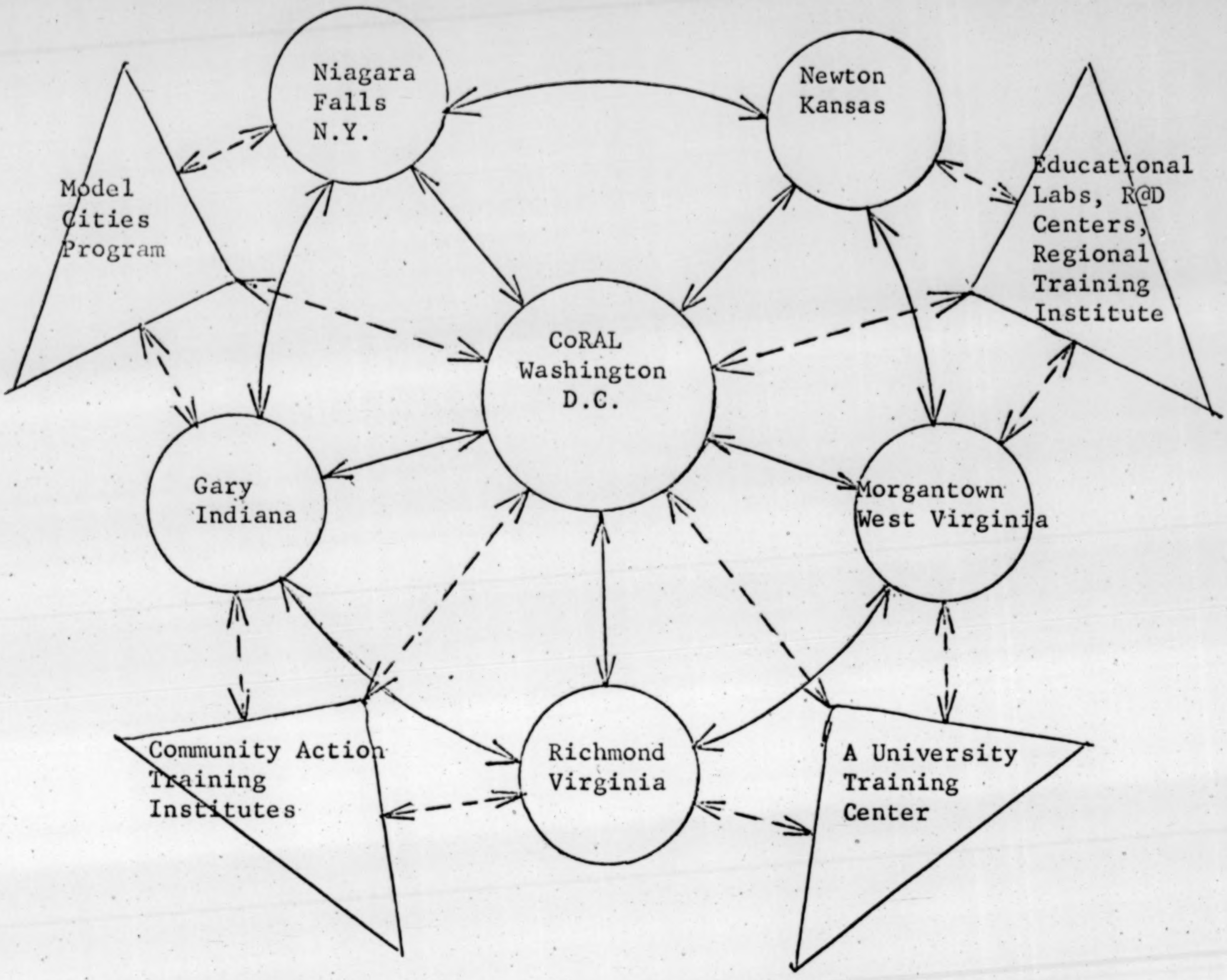
Apathy and strife are indicators of our neglect of the human resources at our disposal. Although many sincere attempts have been made at community improvement, most have failed to provide the means whereby the concerns and skills of citizens can be mobilized in competent ways. Dramatically promising methods for training people to work together in developing decent communities exist; others can be developed. We have only begun to explore their potentials. There is urgent need to do so. This Proposal addresses itself to this need.

******

N.B. The attached chart indicates the proposed relationship between CoRAL and CDLs. The triangles show external systems that may be linked in. These are systems that have strategies relevant and applicable to CDLs through CoRAL.

Figure 1 - Relationship betwean and among CoRAL and CDLs


Niagara Falls N.Y.
Newton Kansas
Model Cities Program
Educational Labs, R@D Centers, Regional Training Institute
CoRAL Washington D.C.
Gary Indiana
Morgantown West Virginia
Community Action Training Institutes
Richmond Virginia
A University Training Center

National CoRAL → Local CDLs

Consultant Teams
Training Materials
Training Designs and Strategies
Information
Opportunities for use of CoRAL facilities
Help in clarification and formulation of community needs
Publications

National CoRAL ← Local CDLs

Trainees (task forces, committees, Boards, leadership teams, etc.)
Interns (potential change specialists, trainers, consultants)
Formulated needs and problems to focus designing
Feedback on strategies field-tested locally
Training inventions for national testing and refinement
Consultants who emerge from local programs
Documentary evidence of local effectiveness of strategies.

Local CDLs ↔ Local CDLs

Exchange of inventions, resources, ideas, concerns
Sharing manpower (consultants, etc.)
Teams for joint training programs.

TABLE OF CONTENTS

Item Page

I. STATEMENT OF THE PROBLEM 1

II. BACKGROUND STATEMENT ON NTL INSTITUTE AS INSTIGATOR OF THIS PROPOSAL 6

Relevant NTL Institute Experience 8

III. A BRIEF HISTORY OF THIS PROPOSAL 18

IV. PURPOSE 20

V. MEANS 23
- A. Feedin, Feedback, Feedout 24
- B. Joint Programs 25
- C. Community Development Locations (CDLs) 26
- D. Study and Scanning of the Field 27
- E. Building of New Knowledge 28
- F. Community Resource Action Laboratory (CoRAL) 30
- G. Facilities 33

VI. DEVELOPMENT OF NEW TRAINERS 34

VII. ACTION RESEARCH PLAN 36
- A. Research Rationale 36
- B. Objectives 37
- C. Methods of Procedure 39
- D. Data Collection and Analysis 45

VIII. COMMUNITY DEVELOPMENT LOCATIONS (CDLs) 51
- A. Newton, Kansas 52
- B. Niagara Falls, N.Y. 53
- C. Gary, Indiana 54
- D. Richmond,Virginia 55
- E. Morgantown, West Virginia 56
- F. National Site for CoRAL, Washington, D.C. 57

IX. DISSEMINATION 59

X. ADMINISTRATIVE STRUCTURE 61

Proposed Five-Year Sequence of Events 63

XI. BUDGET 64

APPENDIX "A" - Loyola Projects (to be added to final report)
APPENDIX "B" - CDL Proposal (to be added to final report)

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PROPOSAL FROM
NTL INSTITUTE FOR APPLIED BEHAVIORAL SCIENCE
FOR
A PROGRAM OF TRAINING AND RESEARCH FOR COMPREHENSIVE COMMUNITY DEVELOPMENT

I. STATEMENT OF THE PROBLEM

The last five years have seen a dramatic increase in comprehensive community development programs.[1] Initiated by the Ford Foundation's "grey areas" program these efforts have led to the Community Action Program of OEO and now the Model Cities Program under HUD. These endeavors are a significant step forward from the categorical programs of the past. Experience has shown that discrete, mono-dimensional activities designed to improve community conditions inevitably fall short of the mark; public housing, for example, despite the faith of the staunch housing reformers in the 30's has not eliminated nor will it eliminate slums unless and until multiple programs in manpower, health, recreation, education, income maintenance, etc., are carefully phased into a comprehensive, multi-faceted program. Urban problems, particularly in low-income areas, will not yield easily to any single correctives, no matter how sophisticated; if they yield in more than a token way it will probably be through efforts at comprehensive community development.

---

[1] By "comprehensive community development" we mean the coordination of those programs, projects, activities of public and/or private agencies, institutions and organizations that deal with community change with a focus on the community, neighborhood, or sub-unit of contiguous city blocks, as a "whole", a totality, rather than a set of unrelated fragments.

The health field offers a good analogy. Physicians, hospital officials and even public health workers used to be disease-oriented. Their enemy was a specific instance of malfunctioning in the medical realm. Now, more and more, partially under the prodding of the mental health movement, the health worker steps back from the immediate medical problem and looks at the larger picture. The question no longer is only, "What is the specific symptom?" but, "What aspects of the larger environment are part of the symptom? How can these aspects help cure, and better, prevent the symptom in the first place?" As a result, social psychologists, political scientists, and urban planners are joining health workers in planning and executing a multi-faceted attack on health problems. And significantly, these comprehensive health teams are increasingly looking to a healthy, productive, stimulating community as their ultimate concern. In a real sense, the community has become the client.

Education offers still another illustration. Problems in schools are in part the result of a complex interplay of factors not confined to the walls of the school building or central administration offices. There is growing dissatisfaction with partial solutions. There are glimpses of the reality that education is a community job with the schools an important key but one that is necessarily linked to the several other socialization agencies--family, church, business, youth organizations. Education is related to jobs and housing and to total community development. It simply isn't possible to change the educational system significantly so long as education is isolated from other parts of the community. Sheer necessity, as violence breaks out within schools and in neighborhoods, leads to new definitions of educational communities. In the new education Commissioner James E. Allen describes "some students might spend the majority of their time in work programs outside the school. Other students might study on their own at home, in libraries, or in such places as parks, museums, and businesses, and spend only a few hours a week in the'classroom' ...opportunities can no longer be in set patterns, but must provide the flexibility demanded by a tremendous variety of situations and needs." Education in these terms becomes a product of a comprehensive community development program as well as a sustainer of such development.

The hope that a comprehensive approach can succeed in a neighborhood or town or city rests on whether a number of conditions exist. Necessary funds must be present or potentially available. There must be a capacity to plan social and physical improvements involving both public and private sectors. There must be administrative capacity to coordinate the development of these improvements. There must be participation by affected elements, especially by residents of target areas. There must be confidence on the part of those who are involved - whether as volunteers or professionals - that they can make a difference. There must be constant short term evidence that they are making a difference. Skillful people who have the ability to reassess the situation continuously and apply new knowledge must stick around long enough to mount a sustained effort. Given this combination of circumstances - admittedly an optimistic assumption - the probability of failure to which we have grown all too accustomed may be decreased, perhaps significantly.

Obviously these capacities do not emerge in a community over night. A comprehensive approach to community problem solving does not come about because the Mayor thinks it desirable. The meshing of municipal programs alone - even when mandated by the Mayor and the City Council - is beset by enormous bureaucratic problems. The meshing of the public and private sectors is more complex still. The capacity for finding commonly agreed-upon goals and a methodology for reaching them, and then actually following through in action can occur, we are convinced, by developing extraordinary human resources throughout the system of the community. The key problem, then, is how to develop these human resources.

From City Hall administrator to the grass roots sub-professional, a training process must be provided geared to the tasks required. By "training" we mean any planned activity designed to prepare citizens for working toward community improvement. Training can focus on the acquiring of understandings, attitudes, skills, and experiences that increase the trainee's capacity to act as a responsible and effective facilitator of positive change in the community. Training is also seen as a series of experiences designed to release the latent talents in people and put them to work in the social and physical reconstructing of a community. Done effectively, training can be a key factor in bringing about deliberate planned change. In fact, it could become the most important social change instrument in our society.

Unfortunately little of the training done today - whether through community programs, urban change efforts, leadership development or new career programs - is adequately related to comprehensive community development. Approaches are fragmentary and piecemeal. Even when meaningful training is provided, it is typically internal to a particular program or organization. This is true despite the fact that we experience some of the greatest roadblocks to change at the interfaces between organizations and groups.

In this proposal we therefore are concerned with what John Gardner, Chairman of The Urban Coalition, recently described as "one of the gravest handicaps to the local community, one of the things that prevent it from pursuing any of its purposes effectively...the fragmentation of community leadership."

II. BACKGROUND STATEMENT ON NTL INSTITUTE AS INITIATOR OF THIS PROPOSAL

NTL Institute was born in the late 40's out of two needs--the individual quest for identity and the organizational search for relevance in the face of accelerating change. NTL Institute has survived and grown because of its continuing response to these needs.

NTL Institute has not been alone in its effort to develop theories and technologies for facilitating change in non-violent ways. However, it has been unique in its continuous concern with the integration of knowledge and theory with action. It has held fast to the effort to operationalize values that transcend social polarities. Regardless of the content of social communication or the reasons for social conflict, man's best hope for solving human problems may well lie in the capacity to develop openness of communication, authenticity in human relationships, adequate individual participation in community affairs, the ability and willingness to confront issues with a problem-solving purpose, and skill in applying knowledge to the solution of problems. NTL Institute's purpose is to teach people the skills and give them the courage to take responsibility for acting toward these ends. People, we know, can be "turned on" by a realistic blend of skill, knowledge, hope, confidence, and released energy. When this happens social conflict becomes more amenable to a rational process of change.

In the past NTL Institute has been almost entirely supported through training and consultation fees and contracts. However, the income from clients is not sufficient to support the research and development efforts required for new adaptations of these methodologies, and for experimentation with critical applications to urgent social needs.

Over the past years we have learned how to develop manpower able to apply laboratory learning methods and to invent and test better approaches. This demonstrated capacity to help train scientists who can link the worlds of knowledge and action, enable practitioners to use scientific knowledge in their own action programs, and help volunteers take responsible roles, represents an important social resource. Affluent clients can be asked to support the cost of training their own personnel. However, organizational clients cannot support the unpredictable need for professional development in inner cities and other areas of need where they are not involved, and have only begun to have adequate entry. For example, today there are too few Black trainers, consultants, and practitioners equipped with the skills for using behavioral science in community programs.

We have only begun to use dramatically promising methods for training people to work together in developing decent communities.

This proposal addresses itself to this need.

Relevant NTL Institute Experience

A quick review of various NTL Institute projects suggests the range of application of NTL resources and their relevance to the creation of a major new facility for training and research for comprehensive community development. The following are illustrative.

- A contract with Grumman Aircraft Corporation

  This current effort is designed to help the Corporation train and assimilate National Business Alliance (NABS) "hard core unemployed" trainees. Started as a small demonstration, it is being expanded into a continuing and important component of the Grumman manpower development program. Grumman came to NTL Institute for help around training problems and around confrontations regarding low upward mobility for Blacks in the company. Currently supervisors are White. The company is not unionized, but a Big Brothers group has been organized to help further employee interests. Big Brothers is seen as a last resort for those with grievances after the employee has exhausted normal channels without satisfaction. In the NTL Institute design most of the trainees are supervisors under the assumption that it is this group that needs help in cross-racial and cross-cultural communications, and acceptance, and the discovery and development of latent resources. Black members of Big Brothers are an essential component. As an experiment, NABS trainees were brought into the training design for part of the time in the first effort and are now incorporated regularly. While the program is still in process, the series of training and work conferences conducted by NTL Institute are seen as especially promising in overcoming Black and White stereotypes, in encouraging some risk taking, in opening up more authentic communications, and in introducing problem-solving approaches in interpersonal and intergroup conflict.

- A Sears Roebuck Foundation grant enabling NTL Institute to provide community leadership training for Association of Junior Leagues of America.

This proposal stemmed out of AJLA concern over relevance as a middle or upper middle class organization in today's changing community. A pilot training conference was designed by NTL Institute with the AJLA Board, with the understanding that participants would be composed two-thirds of AJLA leaders from local communities and one-third of local community leaders seen as relevant to significant community change efforts. The pilot conference (including an effectively managed Black caucus) was seen both by AJLA and the other community participants as a promising approach to new relationships and collaboration. Community participants came from a wide range of significant organizations and programs - the Black Coalition in New Haven, the Baltimore Community Schools program, etc. AJLA, Sears Roebuck, and NTL Institute are now continuing the program and have held a second training conference with four more scheduled.

The AJLA Board hails the program thus far as an exciting new approach. Sears Roebuck continues to fund the program and in addition has asked NTL Insitute to design a television series on critical community issues. A first one is in process around student unrest. Data regarding actual effects of the training program in terms of individual change and community impact are being gathered through carefully planned documentation. A"spinoff" has been developed in Baltimore through a new contract with the Baltimore Community Schools program to train principals and community leaders (community boards) to work together in improving education, and link school and community. The initiator here is the Assistant Superintendent for Community Schools who was the community representative in the Baltimore AJLA three-member team to the first training week. In Philadelphia the community representative (coming from the Philadelphia

Health and Welfare Council) is initiating with the League and other organizations a new Information and Referral Service with a dial number for anyone wanting aid or information on health, welfare, consumer education, housing, etc. Spinoffs in other communities participating in the AJLA program are anticipated.

- An Annual Series of one-week experience-based human relations training programs for Presidents of Major Corporations

NTL Institute training programs on human behavior were first tested in 1947 for a heterogeneous group of people. Five years later participants from business and industry - largely from middle management - approached NTL proposing a new program incorporating human relations training methodology but geared especially to the needs of business organizations. Four years later after the Arden House Management Conferences had become incorporated as regular parts of staff development programs for a number of industries, participants proposed to NTL Institute a program designed especially for key executives. The plea was, "Changes we desire to incorporate in management practice after the conferences frequently encounter resistance from the top simply because the boss does not understand what we are talking about." Today Key Executive Conferences are held in various parts of the country throughout the year. Finally, two years ago NTL agreed to attempt a special program for presidents of major corporations. This, too, is now an annual program with four one-week programs scheduled each year and with participants coming from ESSO, Union Carbide, TRW, Saga Food Service, etc. Results - in addition to what participants describe as a personal-growth experience - include the incorporation by many of the companies of new dimensions in inhouse staff development programs, frequently with training designs bringing together representatives from different levels within the company.

- A Program for Chronically Unemployed Men

HUMAN RELATIONS TRAINING NEWS, Winter 1962, describes a program conducted by an NTL Institute Fellow for chronically unemployed men - men who are employable but for whatever reason have not been able to get or hold jobs. Twelve weekly sessions (54 hours) were conducted. Fifteen started the series. Three dropped out. Two participated most of the way through. Ten finished. Of these, all ten got jobs. One reapplied for assistance in eleven months. Nine still had jobs when checked a year later. The help they received was membership in a group, being listened to, being coached by people who had come to know one another and cared that the individual improved his effectiveness--for example, how he presented himself when he applied for a job.

Some NTL Institute programs have required the kind of integrative-facilitative role that will be needed in the present proposal:

- The Cooperative Project for Educational Development (COPED)

COPED is completing its third year as a program funded by the U.S.Office of Education for the exploratory development of models of planned educational change.

NTL Institute initiated the proposal to USOE and has coordinated the program in which teams of behavioral scientists from eight universities (University of Chicago, University of Michigan, University of Wisconsin, Boston University, Lesley College, Teachers College (Columbia), Yeshiva University, Newark State College), were linked in a collaborative assessment of current knowledge and concepts in planned educational change and in action research in some fifteen school systems. Products at the end of the summer that will have special use in the present proposal include a tested and validated package of diagnostic instruments for use in initiating change efforts in systems, guidelines for using the instruments and for feeding data back to systems in ways to guide decision making on the basis of hard data, and a network of university and community-based persons as consultation and training resources in change programs related to school and community.

- The Loyola Project for Training Central American Youth

We are completing the fifth year of a program funded by AID to train youth leaders from Central American communities for community development. NTL Institute conducts training in learning, on teamwork, on problem solving, on better use of own and others' resources, as an important component in a series of five training programs each year. This is done under sub-contract with the Inter-American Center, Division of Institute of Human Relations, Loyola University in New Orleans, through which more formal courses on economics, politics, cultural interests are provided. The overall aim is to prepare youth from the participating countries "to confront the problems of transition from a traditional to a modern society." The project has been cited by AID as an outstanding Title IX Project where the goal is "the growth of democratic private and local government institutions...eliciting and relying upon popular participation."

2/See Goodwin Watson, Concepts for Social Change and Change in School Systems, NTL, 1967.

AID reports list dozens of effective community actions attributed to the skills and sense of individual potency acquired by the trainees. Community actions range from building a new school through local initiative to reducing conflict between groups in the community. A list is appended. The program, too, has had significant spinoffs. A second major AID contract enables NTL Institute to help develop a pilot urban community development program in Panama. A full-time staff person from NTL Institute is working in Panama with the help of consultant teams from NTL in developing a training dimension in community development programs. We are being asked to renew this contract for two more years and "our man in Panama" is being used as an AID consultant in other Latin American countries. The 800 Loyola-NTL alumni have formed an association and will hold an International Conference in Panama in the fall.

- Action on Organizational Development (ACORD)

This project carried on for two years with the State Department has been described by Alfred J. Marrow (State Department, PERSONNEL, November--December 1966, "Managerial Revolution in the State Department") as "what may well be the most comprehensive program of organization development anywhere in government." The program brought teams of NTL trainers and consultants into the State Department for work with key executives on organizational issues. The training provided top personnel (including ambassadorial level) with training seen as useful in building better communication between levels and offices. Participants in a number of cases requested similar programs for staff at overseas U.S.Missions where training for self-understanding, collaboration, and problem solving seemed especially useful for persons confronting cultural differences.

- Special Program for Juvenile Court Judges

This program, funded by National Institute for Mental Health, over a three-year period involved approximately one thousand juvenile court judges in a series of five annual regional one-week human relations laboratories. This became a first major undertaking of the National Council of Juvenile Court Judges. Evaluative studies (NIMH report) indicated that the most significant changes were probably in the judge's increased perception of himself as a member of an interacting team that should be involved in helping a young person in trouble. The judges found themselves more ready to interact with other helpers and with youthful offenders, and more able to see themselves as part of problems of interpersonal communication.

Other programs directly related to the Proposal for Training and Research in Comprehensive Community Development include:

- Six Seminars for Staff and Community Personnel Conducted with the MODEL CITIES Programs of HUD at federal, regional, and local levels.

This experience dramatized for NTL Institute the critical need for using behavioral science knowledge and methodology to establish closer linkages between staff at different levels, between professional and volunteer, between staff and political leaders. The program also demonstrated the potential usefulness of creating training teams joining NTL Institute behavioral scientists-trainers with program staff with expertise and knowledge in the substantive areas of planning, urban development, etc.

- Urban Decision-Making Conference

A striking example of NTL Institute experience in facilitating cross-fertilization of ideas and approaches was the Urban Decision-Making Conference in 1965, held in Chicago with support provided by the Kimbow Foundation. Participants were drawn from thirteen urban centers and included city planners, poverty program administrators, church organizations, women's organizations, business interests. Case studies by Edward Banfield of Harvard University, and Lynton Freeman of Syracuse University, provided major substantive input. (for details see Conference Report, NTL Institute APPLICATIONS FOR HUMAN RELATIONS TRAINING, 1967, No. 1)

- Annual Laboratories for Community Leaders

For nine years NTL Institute has conducted two-week training programs (now at Bethel, Maine and Cedar City, Utah) for cross-sectional groups coming from communities of all types and sizes and from many organizations and projects. In 1969 a new community laboratory was added in the Midwest - at Battle Creek, Michigan - initiating a pattern of regional and local programs bringing training closer to communities.

Current invitations to attend the 1969 summer laboratories state:

> "Participants come to community leadership laboratories because they are coping with problems in areas such as housing, black-white relationships, urban renewal, planning, recreation, juvenile delinquency, education, health, poverty, economic development, intergroup relations, and comprehensive community development. They come because they want practical training for work on the complex issues of today's community. These issues require a high level of skill in securing involvement and commitment. They require sensitivity to human needs, motivations, frustrations, anxieties, and latent abilities and competence in diagnosing problems and initiating coordinated action.
>
> Each participant has the challenge of learning community development and community problem-solving skills, of enhancing his communication skills, and of achieving authentic interpersonal relationships. The specific program design varies with each laboratory, but typically it applies a mixture of theory, action, experience, practice, and analysis of back-home concerns.
>
> NTL Institute is committed to increasing its relevance to inner city problems. Priority will therefore be given those applicants who share that commitment and who, by reason of race, occupation, or location are themselves relevant to inner city issues."

Significant trends include increased use of the laboratories by community action teams (e.g., current applications from a people's board for improving education in an inner city, a community development team from an Ecumenical Council, a professional-volunteer team from the Appalachian Center, etc.). A related trend is incorporation of the laboratory as a recurring part of a professional development program of community agencies (e.g., a state extension service program). Another trend is use of the laboratories not only for skill training but as an opportunity to do actual back-home planning with access to consultants. The AJLA project described above, -- for instance, was in part planned through a team to the Bethel Community Laboratory including League Board members and a representative of The Sears-Roebuck Foundation. For local teams the Laboratory has provided a seed bed for new efforts. A further important trend is increased concern with the relative impact of different training strategies. Last summer a small Kimbow Foundation grant enabled a University of Buffalo research team to do a comparative study of the emergent community design (unstructured) tested at Bethel, and a more structured design used at Cedar City, Utah. (Conclusions thus far are that a more structured design may be desirable as an introductory experience while the less structured design may be especially effective with those who have had some basic training in human relations and small-group process. No single design is advocated but an exploration of when different strategies are more useful.)

- Program for Community Change Specialists (PCCS)

Alumni of previous NTL programs are eligible to attend the Program--a four-week program adapting laboratory methods for training change agents to the special demands of work in community action and development programs . This program was initiated in the summer of 1968. It brought together an inter-racial group of community workers whose institutions or agencies had a commitment to making use of the training and consultation skills developed. This is a new Program in process of being evaluated. It has demonstrated a promising potential for moving people quickly into a new level of interest and competence. The commitment in this Program is therefore as much to the agency as to the individual. It is designed for persons with change-agent and/or inservice-training responsibilities. Participants form a learning community focusing first on internal problems and moving to consultative roles with outside groups. In 1968, for example, the PCCS members went to the community of Roxbury, Massachusetts, for realistic practice in data collection and observation of groups at work in an inner city. The host agency was E.G.& G. Company, with the focal concern the company's efforts to reach out to the community in the promotion of Black ownership of business.

III. A BRIEF HISTORY OF THIS PROPOSAL

This proposal has its origins in discussions within the NTL Institute Core Committee on the Community.[4] Under the leadership of Edward O. Moe, Committee Chairman and head of the Urban Affairs Institute and Bureau of Community Development at the University of Utah, and Curtis Mial, director of the NTL Institute Center for Community Affairs, this committee initiated in 1967 discussions of a major new research and development facility that would bring together and further develop current theories and methodologies related to comprehensive community development. Donald Klein, then director of the Human Relations Center at Boston University and now NTL Institute Program Director, in collaboration with Leonard Hassol of Pennsylvania State University is largely responsible for thinking through the potential use and development of the community simulation/training model which is seen as an important component of the proposed program. Dr. Hans Spiegel, Department Chairman in the Institute of Urban Environment, School of Architecture, Columbia University, was retained by NTL Institute in an adjunct staff role to work with Curtis Mial and Don

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[4]
Dr. Arthur M. Cohen, Dir., Comm. & Group Process Lab, Georgia State College
Dr. Richard C. Franklin, Appalachian Center, West Virginia University
Dr. Gordon Hearn, Dean, School of Social Work, Portland State College
Frank Kirk, Community Develop. Services, Southern Illinois University
Dr. Donald Klein, Program Dir., CCA, NTL/IABS
Mr. Bertram M. Lee, Community Affairs Consultant, Roxbury, Mass.
Mr. Mandel Lerner, NTL/IABS, PANAMA Urban Community Development
S. Eugene Long, M.D., St. Elizabeth's Hospital, Washington, D.C.
Robert Luke, Program Dir., NTL/IABS (Education and Community Centers)
Dr. Rolf Lynton, Dept. of Mental Health, Univ. of North Carolina
H. Curtis Mial, Dir., Center for Community Affairs, NTL/LABS
Dr. Edward Moe, Dir.,Div. of Community & Urban Develop., Univ. of Utah
Juan A. Rossello, M.D., School of Medicine, University of Puerto Rico
Dr. Eva Schindler-Rainman, Community Organization Consultant,
Dr. Hans Spiegel, Institute of Urban Environment, Columbia University
Dr. Orian Worden, University of Michigan (CRUSK)

Klein in developing this proposal. The Core Committee has been actively involved in this process through periodical two-day sessions.

Relationships with the proposed local sites have developed through direct involvement with various parts of the NTL Institute community program. Initiators at Gary, Newton, Richmond, Niagara Falls, and West Virginia have participated in NTL Institute community laboratories as trainees and in several cases have attended the four-week Program for Community Change Specialists initiated last summer. In each case some follow-up activities including locally-funded NTL laboratories on leadership training have been conducted with active involvement of the above-mentioned persons. As these local relationships became real, an initial emphasis on a national Community Resource and Action Laboratory gave way to an emphasis on the creation of an interacting system linking local communities with the proposed national Laboratory. We recognized the importance of linking a national training facility closely to local communities so that problems could be formulated in realistic terms, training strategies could be tested in community settings, results could be evaluated in local action, and ultimate support for the national facility could be "grown". At the same time, the local representatives had experienced some of the potential values to the community of being linked up with a national network of training and research resources and with other communities having similar goals but different specific problems and different strategies.

Something of what is proposed here will continue in one way or another with or without substantial special support. Without such support, however, an opportunity for moving significantly and aggressively and systematically at a time of readiness will be lost. To quote a poster seen recently in an urban neighborhood: We're Here. We're Now. We're Ready.

IV. PURPOSE

Comprehensive community development is controlled change toward improvement of life for all members of a community. This entails coordinating the efforts of public and private institutions working for the betterment of the community. It means somehow reaching the "outs" as well as the organized. The only hope for achieving this is to establish enough communication that congruent goals are discovered and common problems formulated while accepting individual goals and problems. And this in turn will have any chance of being effective only if competence is widely developed and a high level of trust is built and maintained. Thus comprehensive community development is an optimistic concept -- at a time when pessimism is a more common response. It is built, however, on a practical view of what is required and a realistic assessment of promising if only partially-developed tools.

This proposal focuses on the human factors in comprehensive community development - those facts which prevent people from working together despite common goals, from using the knowledge that is available to guide decision making, from creating productive relationships, and from releasing the potential contributions of individuals and groups. It seeks better understanding of the dynamics of community change and of community power in an era of rapid change. Its purpose is to further develop social technologies for community-wide improvement through rational efforts of community residents and their representative organizations.

To accomplish this goal we propose to mount two major thrusts. The first is the application of existing knowledge related to individual capacity to change, to small-group processes, to organizational development, and to community action. The second major thrust is the building of new knowledge related specifically to the unique training needs entailed by comprehensive community development in a given community and systematizing that knowledge so that it is transferable to other communities.

We start with a number of assumptions about how change and development take place in human beings and in institutions:

1. Significant change in social practice requires significant change in the values, attitudes, and skills of those who are involved.
2. Most significant changes in social practice are adaptations rather than adoptions of the innovations of others. This is because personal styles of the practitioner, the participant, the consultant, the change agent become aspects of the practice. The practice has to be internalized to be used. In the process it is transmuted.
3. Evaluating the impact of community change efforts is difficult. The farmer can quickly see that his soil is more fertile. The doctor can check whether the new drug reduces infection, and does so rapidly. The engineer can check on increased output of the new machine. In communities drastic changes - in urban development, for example - are generally implemented without those who are involved arriving at common criteria for evaluating effectiveness. Multiple forces make it difficult to establish cause-effect relationships. And results are spread over many years.
4. Community development is carried out by agencies and individuals with traditional boundaries and autonomies to defend. Processes of mutual influence, shared goal setting, balance of power that distinguish planned change from coercive change require different concepts, different models, different relationships, different levels of trust, and special competencies in communication and collaboration.

These assumptions indicate that significant community development cannot be mandated from above or from outside the community (even though mandates can be strong external forces in initiating and sustaining change). Painfully slow but still real progress in integrating public schools by law is a case in point.

They also mean that more intensive face-to-face processes of transmission and reciprocal influence are required than in agriculture, industry, medicine, though these fields have come to use improvement of face-to-face relationships between change-agent and participant as a deliberate strategy for change.

In community development there is special need for diagnostic processes capable of describing all the factors relevant to a given community problem. Systems analysis and the computer may make this possible. With such analysis it may be possible to design procedures for dealing with each factor and to identify and anticipate training needs for the multiple roles. However, if a systems approach is used only to facilitate the working of things as they are rather than to design what might be, the only result may be to take an already mechanistically-operated situation and make the dehumanization process more efficient. Hence the challenge: Can the technology now available be harnessed for humanistic ends? The answer may lie in new mixes of training designs combining experience-based human relations training, simulation training, systems analysis and design, and techniques still in process of being invented.

V. MEANS

To accomplish the above purposes, we propose to create a national Community Resource and Action Laboratory (CoRAL) and to link this up with selected Community Development Locations (CDLs) which become, in effect, local CoRALs. Preliminary relationships and some actual work are already under way in Washington, D.C. which we see as the national site and in five communities of different types where there is now interest in becoming the initial CDLs. Included are Gary, Indiana; Newton, Kansas; Niagara Falls, New York; Richmond, Virginia; and Morgantown, West Virginia (seen as focal point for work in the state and in Appalachia). We see the Washington site both as national site and as a Community Development Location. While NTL will play a supportive role, the CDLs will generate their own funds and will ultimately support the CoRAL as its services are seen as helpful and worth contracting for.

We envision a very active reciprocal collaboration, and we have helped assure this traditionally-elusive commitment by involving local and national personnel in initial conceptualization and planning of the proposal. In each instance there is also some history of involvement with NTL's community program and hence a nucleus of knowledgeable local interest.

CoRAL will function as a national research and development facility for comprehensive community development. It will owe the vitality it achieves to the calibre of the staff - their competence and vision - but also to the strength of the linkages with collaborating communities.

The CDLs will feed into the national laboratory emerging needs and problems for which better technologies are required. They will send trainees to the laboratory to help test and develop training designs.

They will send potential local community change and development specialists to the laboratory for training as trainers and consultants. They will give the national laboratory feedback on the efficacy in actual practice of training designs and various change strategies applied locally. On occasion they will bring their own strategies or inventions to the national laboratory for further testing and possible refinement and for spread to the other CDLs.

Feedin, Feedback, Feedout

We see the CoRAL and the CDLs as parts of a total system maintained by congruent goals, two-way communications, joint decision making, and collaborative work. The communications system can be described in terms of feedin, feedback, and feedout (Lippitt, EXPLORATIONS, NTL, 1967). Ideas, questions, problems, inventions can be fed into any part of the system by any part (CoRAL to CDLs, CDLs to CoRAL, CDLs to CDLs). Feedin is sustained by the assurance of feedback of results and vice versa. Feedout implies that learnings in any part of the system are shared throughout the system and ultimately disseminated to communities and agencies outside this system.

CoRAL can be seen as a kind of clinic to which CDLs come with problems for consultation - diagnostic, remedial, and preventive. To carry out the medical analogy further, the CDL participants who emerge as potential trainers will come to CoRAL for internships. Panels from the CDLs - and outstanding community change specialists from other systems and programs - will be recruited on occasion as consultants to CoRAL and on occasion as observers of CoRAL operations. The amphitheatre may be either at the national laboratory or at CDLs.

CDL relationships will not be limited to CoRAL. CDLs will also relate to one another with reciprocal benefits. NTL experience in creating inter-university and school system consortia will have applicability here. The CDLs have been selected in part because each is unique. Their autonomy will be respected and valued. At the same time we envision a collaborative system in which each part alternates between being problem presenter or receiver of help and consultant or helper. Differences as well as underlying similarities will be sources of enrichment to one another and to CoRAL. One measure of success will be the extent to which resources are readily shared among and between CDLs and with CoRAL. It may be possible, for example, to develop "lend-lease" of personnel so that emerging resources can be shared without actually exchanging money.

Joint Programs

Practical advantages of the proposed system include further economy possible through joint CDL programs. Through NTL's community affairs training programs (as well as in NTL's related work with industry and with school systems) we know that there are some training objectives that are best obtained (and more economically) through sending local teams to the same off-site training location. Such programs can be conducted by CoRAL either at CoRAL or at a facility located elsewhere. We know that one of the advantages is mutual stimulation as well as objectification of problems when it is found that similar problems are confronted in different kinds of communities.

Training support materials are a further resource that may be developed jointly while being beyond the reach of individual communities. CoRAL and the CDLs offer collaboration, a wider opportunity for field testing, and diverse special resources. One of our objectives will be to develop training strategies that can be spread relatively economically to large numbers. We have already had promising experiences in developing semistructured training designs that can be utilized by persons with little previous training. To illustrate, Research Utilization Problem Solving (RUPS) is a packaged educational system developed through the Northwest Regional Educational Laboratory with NTL help and soon to be published by NTL. The focus is on team-building and problem-solving skill for teachers with adaptations in other situations readily and easily made. It is possible to select and train leaders of RUPS programs in a two- to three-week period. Similar packaged programs are being developed around communication skills.

CDLs

Present work and relationships with the five probable CDLs and with Washington are detailed later. Each represents different focal concerns. Each represents also a different initiative - an interesting point since entry represents an important area for learning entailing a technology in itself. Each CDL is moving toward the development of some structure designed to facilitate community-wide planning and action. More effective mechanisms and structures are also seen as essential concerns. Each location also represents different priorities in terms of needs formulated. We want to document how priorities are established, how commitment to them is generated and made articulate, how resources are mobilized, what forces hinder and facilitate these processes. In stressing more adequate documentation, we deal with a traditional problem in community programs. The community actionists have typically not invested much energy in documentation, and opportunities to learn from experience have been lost. Adéquate documentation is thus emerging as an important skill area. We know that a major shortcoming of most case studies is that the real story is not told and that the crucial facts are omitted (e.g., the personal relationships of the initiators or other key figures - and even who the key figures really were). We propose to link the actionist and the scientist in developing guidelines around what and how much to record when.

In Figure 1[5] the proposed relationship between CoRAL and the CDLs is diagrammed.

Study and Scanning of the Field

An important component to support CoRAL and CDL development will be studies in some depth of the current "state of the art" of training for community development. We do not want to re-invent the wheel. Nor do we want to become so preoccupied with our own techniques that we do not incorporate relevant strategies developed elsewhere. We want to be innovative in achieving new mixes as well as new techniques. We therefore propose 1) an initial study or survey of current training practice (the varied responses, for example, to various federal funding programs mandating community involvement and the consequent need to provide information and skill training), and 2) a continuous scanning process so that in our own operations we can assess promising practices and incorporate or test those that seem most relevant. In other words, we propose to build into the CoRAL-CDL system some of the feedin, feedback, feedout processes externally which we hope to institutionalize within our system, e.g. we do not see ourselves as staking out a claim but rather as creating a very open system inviting participation and mutual influence from other systems.

The unique nature and resources of NTL Institute can facilitate such a study. Through the 350 behavioral scientists located largely at universities and training centers across the country and comprising the extended NTL staff of Fellows and Associates we can, for example, quickly

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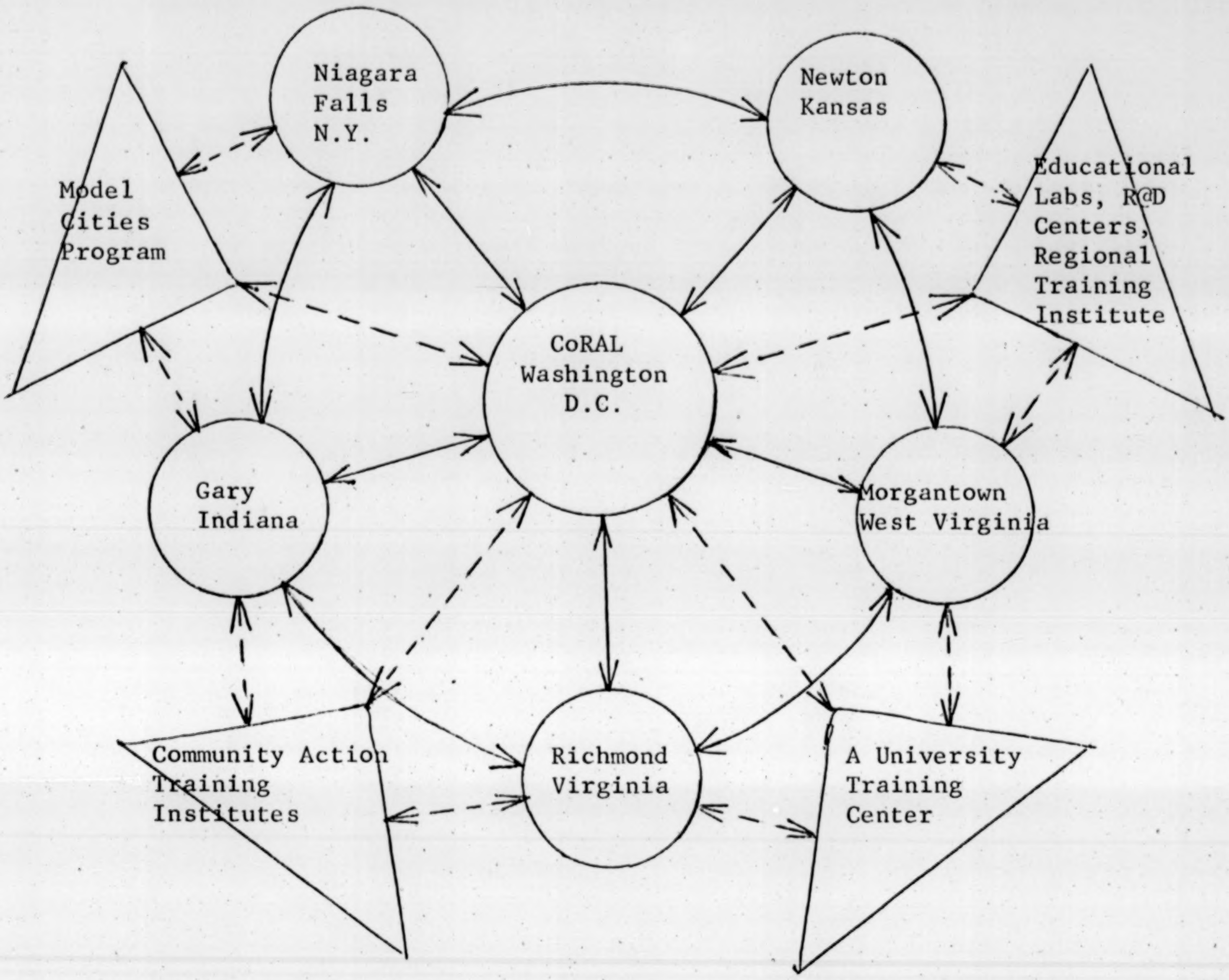
5/ Relationship between and among CoRAL and CDL's

Figure 1 - Relationship between and among CoRAL and CDLs


Niagara Falls N.Y.
Newton Kansas
Model Cities Program
Educational Labs, R@D Centers, Regional Training Institute
CoRAL Washington D.C.
Gary Indiana
Morgantown West Virginia
Community Action Training Institutes
Richmond Virginia
A University Training Center

National CoRAL → Local CDLs

Consultant Teams
Training Materials
Training Designs and Strategies
Information
Opportunities for use of CoRAL facilities
Help in clarification and formulation of community needs
Publications

National CoRAL ← Local CDLs

Trainees (task forces, committees, Boards, leadership teams, etc.)
Interns (potential change specialists, trainers, consultants)
Formulated needs and problems to focus designing
Feedback on strategies field-tested locally
Training inventions for national testing and refinement
Consultants who emerge from local programs
Documentary evidence of local effectiveness of strategies.

Local CDLs ↔ Local CDLs

Exchange of inventions, resources, ideas, concerns
Sharing manpower (consultants, etc.)
Teams for joint training programs.

mobilize survey teams. We can develop visiting teams to explore particular programs and in many cases local NTL personnel provide the nucleus for or can facilitate the work of host teams. We can -- as we have done on occasion -- mobilize staff teams to help recruit and train local persons as interviewers to gather community data. And in the experience of staff members themselves we can tap a wide range of approaches that they have employed in community action programs.

The Building of New Knowledge

This proposal is projected at a time when traditional approaches to community problem solving are being vigorously challenged. New approaches are emerging everywhere, many of them bypassing existing structures and traditional patterns. One result is growing recognition of the need to develop better means than we now possess to learn about the dynamics of community action and to make the results of such studies available to community leaders.

CoRAL will be providing services related to the real and immediate concerns brought by CDLs, but a broader enduring objective is to become both a generator of hypotheses and a source of insights into some of the more fundamental dynamics of current community action programs. Insights into what builds or prevents effective relationships among government officials, planners, and citizens are a necessary means toward discovering workable improvement methods. There is need to build more effective relationships, to establish modes of linking between segments of the community now alienated from one another, to discover better ways of helping people identify with metropolitan problems across local community lines, to identify ways to mobilize power more effectively, to facilitate the emergence of new leadership, and to build more effective means for conflict and crisis management. The CoRAL action-research approach is detailed in Part VIII of this proposal. In brief, CoRAL will have recourse to field methods combined with experience-based training and with consultation in tracing out the relationships between key variables involved in action sequences. Training will combine a wide range of experience-based methodologies including the unstructured training group or T-Group (as a training approach for building self-awareness, interpersonal effectiveness, and skill in group process as well as discovery of own and others' resources). Simulation is seen as a particularly promising and largely undeveloped means enabling community action groups to demonstrate and practice strategies and tactics with trained assistance.

One of our specific interests will be to test the usefulness of simulation for research into complex social and man-environment relationships that do not lend themselves to study by ordinary methods of laboratory control or field inquiry.

Thus this proposal continues NTL Institute's efforts to approximate in the human behavioral field the learning laboratory available to the physical scientist. We have no illusions that the task is simple. Hopefully we will be able to develop a knowledge-building resource that may help make more accurate predictions as to the probable consequences of specific community actions. If so, we will effect drastic economic savings. Even more important, we may contribute to man's effectiveness in the control of his own environment.

Specific training approaches that may be used on varying combinations include:

- Data collection and feedback to improve decision making
- Experience-based human relations training
- Diagnostic skill - use of Lewinian force field analysis
- Training in knowledge utilization (deriving action implications from available research findings)
- Interaction analysis and feedback to improve the way various groups work
- "start up" training programs focused on "how we want to work together" for new groups
- Tape recording of discussions for playback and evaluation
- Video taping for instant feedback of behavior (verbal and non-verbal)
- Training focused on listening skills
- Training focused on giving and receiving of help

All of these approaches have been utilized in NTL training programs and there is documentary and evaluative data collected in a variety of settings.[6] In the CoRAL-CDL complex we propose to go further with this and to test new applications, new sequences, and new combinations. Simulation training will be an important and integrating focus. Simulations will permit intensive work at the micro-level while the CDL community actions will provide opportunities to apply tactics and strategies in the larger community. The CoRAL Training/Simulation Model is described in the next section.

Community Resource and Action Laboratory Training/Simulation Model

It has been known for a long time that the practice of skills under conditions approximating real-life operating conditions is an effective means of building competence. The use of Link trainers for simulation

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6/ Roger Harrison and Eric Knowles, ANNOTATED BIBLIOGRAPHY OF RESEARCH, NTL Institute, 1967.

of problems facing the airplane pilot, or the extensive investment in simulation training for astronauts are well-known examples. It is apparent that simulation can also be useful for the engineering of new and improved approaches to coping with environmental challenges and for anticipating conditions not yet experienced. Simulation may also provide a new approach to the study of complex social and man-environment relationships.

In recent years highly complicated games and computer-based simulations have been evolved for the study of such diverse aspects of community as land use patterns (Duke, 1964), voting behavior, and community stress (Freedman). A more simple game for the study of community influence patterns and values has been invented by Sprague at Western Behavioral Sciences Institute. Another game designed to acquaint players with the problems of inter-group competition, collaboration, conflict, and negotiation in the context of social action was recently published by Popoff (1968). In the international field Guetzkow (1962) has been a pioneer in devising a paradigm of international negotiations and maneuverings which permit the study of certain intricacies of this complex field not otherwise amenable to investigation.

Simulation approaches vary according to whether they rely on previously established and quantified relationships between a complex set of variables or whether they depend on the spontaneous reactions of individuals to a designed set of conditions. Studies of such matters as traffic flow, for example, may rely totally on computer processing of complex interrelationships in response to a range of inputs fed in by the engineer. Role playing methods of simulation, on the other hand, rely largely on the ability of individuals to feel themselves realistically into the problem situation.

CoRAL simulation will attempt to get at a few simply observed and measured dimensions, while allowing the free flow of a number of additional factors which can only be studied on the basis of clinical impressions. It will attempt to simplify the complexities of the real-life community by restricting the field of inquiry to those individuals and groups directly implicated in a specific action sequence. It will enlist all those involved in the simulation experience as participant observers whose reports will be used in the attempted reconstruction of complex, simultaneous interactions. It will involve actual community informants, (i.e., the action group) in the construction of a simulation which corresponds to their definition of real life. And finally, it will enable the research team by means of followup field observation to determine whether and how the laboratory's simulation departed from essential characteristics of the real situation.

Limited runs of simulation have been carried out recently with client groups. One of these was a city's anti-poverty training center; another was a church related consulting-training team seeking to extend its contacts to include collaboration with Black store-front ministers. At Pennsylvania State University, Dr. Leonard Hassel has involved graduate students in a course on community dynamics in devising simulation exercises around problems of community action and change. Experience indicates that the simulations are highly involving of participants, point to dynamics not previously uncovered by the usual methods of case analysis, and suggest new action alternatives based on more adequate appraisal of the situation. It also indicates that the simulations are probably not appropriate when the action group is seeking change within its own organization rather than using simulation to explore ways of influencing outside groups. Hence the need for alternative or supporting training strategies.

Facilities

CORAL will be located in Washington with the District and the metropolitan area being both geographical site and Community Development Location. Facilities will be simple with one criterion being the possibility of replication elsewhere. The simulation laboratory itself will consist of one large area (20 by 30 feet or larger) capable of being divided easily into seven or eight spaces. Movable platform sections will permit the manipulation of space in ways to reflect various community phenomena - e.g. social distances, relative status or social prestige, boundaries between various groups involved in any social action context, etc.

At the outset the simulation operations will be conducted in space already available to NTL within the headquarters of the National Education Association or in space to be rented from nearby churches, theatres or other buildings. As NTL's facilities are expanded, and the Educational Park now under discussion is built, and as the volume of work with clients increases, we will acquire more permanent and specially-designed facilities.

Immediately available at NTL is a small desk-type computer enabling the processing of data and printing out of results rapidly enough to make them useful as instant feedback to client groups following simulation runs. Linkage to more comprehensive data storage and processing facilities may be employed as the Laboratory becomes capable of more refined and detailed analyses based on simultaneous study of a number of variables and as relationships between dimensions are discovered capable of quantitative description. Additional funds would be sought for such purposes. Also available now is a portable unit for videotaping and screen for feedback purposes. As the Laboratory becomes capable of more sophisticated analysis of community situations, we may inaugurate a more complex system for television taping by permanently installed cameras.

VI DEVELOPMENT OF NEW TRAINERS

Community development implies building into communities the capability for solving problems with increasing reliance on own resources - community "self-renewal" in the sense that John Gardner uses the term. This means that one of the major concerns for CoRAL-CDLs should be discovering and training local trainers and community change specialists. Each event represents potentially a practice opportunity for trainer-in-training.

We presently estimate that each CDL might help train each year from 10 to 25 trainers prepared to help various groups acquire the skills, knowledge, and insights for community development. This would make an estimated total of 50-125 new trainers a year. In addition, the CoRAL staff will sponsor or co-sponsor regional and national leadership training laboratories for an additional 50-125 persons. A number have already been identified and have had some experience with NTL Institute training.

We visualize training persons for different levels of performance - from the trainer of trainers (a behavioral scientist with practical experience in community action and research and an intensive internship) to the trainer (a person with similar background and the capability for utilizing the wide range of training skills included in this proposal) to the change agent (a practitioner equipped with change-agent skills and able to impart these to others - e.g. group leadership skills, diagnostic skills, planning skills, etc). Trainees will thus range from the behavioral scientist, to the professional several steps beyond the streets, to the worker who operates at the neighborhood level.

We will utilize existing facilities - the regular community laboratories, the Program for Community Change Specialists, and the NTL Institute Intern program for Applied Behavioral Scientists - as well as the new facilities developed through this proposal. We visualize training trainers and change agents not only at the several levels of professional skill but also at the several levels in vertical structures so that they become part of the linkage mechanisms between national office, regional office, state office, and local client community. Such linkage, for example, would make sense in the Model Cities program where national staff persons could be linked in a trainer development team including regional and local persons and where each enables the other to reality-test strategies and to establish better communication.

A major trainer-development need will be to recruit and train Black and other minority group training staff. NTL is currently involved in a major effort in this direction which will backstop local personnel in this proposal. An impressive roster of more than 140 Black persons interested in such training has been developed, some of them in the communities already interested in becoming CDLs in this proposal. The CDLs will require a large number of Black training staff. NTL Institute's experience over the past eight years enables us to move qualified persons quickly into professional trainer roles. NTL Institute is seeking additional special funds for Black trainer development. A major objective is to move an increasing number of Blacks into NTL Institute network as Professional Members, Associates, and Fellows.

VII. ACTION RESEARCH PLAN

The Research Rationale

Research on community variables has been too often divorced from its application by community groups. The total separation of research and its utilization - questionable in most social contexts - is unsuitable in any study of the dynamics of community change. The challenge is to engage the very groups being studied in a collaborative process of inquiry, whereby research informs action and vice versa. Similar approaches have been used by MacGregor, Argyris, and others in productive studies of organizational development.

The study must be sufficiently macroscopic to allow identification and study of unique patternings of community level interaction. It cannot be so gross as to obscure important but subtle interrelationships between subsystems; nor so refined that it becomes caught up in microscopic analysis without revealing large system patternings. Inquiry will need to avoid becoming buried in the complexities of multiple and simultaneously acting systems in the multifunctional community. We propose meeting these demands by concentrating research on delimited sequences of community action and then consulting with community groups while they test action tactics and strategies as they attempt to apply specific learnings in the community.

For the purposes of the research, community action is defined as an attempt over time by an individual, group, or organization to achieve a set of specified goals, acting in relation to certain others (individuals, groups and organizations) believed to be implicated in the process of seeking to reach the goal. Therefore the ingredients of any community action sequence would include: (1) an objective, (2) of an action group, (3) in an action field involving certain others, (4) that require interventions occurring over a denotable period of time.

The research would have recourse both to field methods and to laboratory simulation in order to trace out the relationships between key variables involved in action sequences. Person simulation within the laboratory would enable community action group clients to demonstrate and practice strategies and tactics with the assistance of trained role-players who would be taking the roles of the other individuals, groups and organizations involved in the action situation.

The approach would facilitate investigation of pertinent aspects of the action sequence and would enable the research-consulting team to vary both conditions and action approaches in order to compare their effects. By coupling person simulation with subsequent field studies of actual interventions and their consequences, the research would possess the means of checking hypotheses generated by the simulations and refining the simulation methods themselves in order to make them more adequately reflective of real-life conditions. To our best knowledge, the approach being proposed has not been tested elsewhere.

Objectives:

There is urgent need for tested knowledge about factors affecting community development efforts. The research would be concerned specifically with the study of factors affecting the selection of differing action approaches and with understanding variables contributing to the relative effectiveness of different strategies. It would also be concerned with devising more effective means for exposing professional groups and community leaders to community-level phenomena involved in action and change.

The program would seek the following products:

1- Documented findings concerning variables that influence selection of action strategies;

2- Similarly documented findings bearing on the effects of differing action strategies (e.g. conflict, collaboration, persuasion) on other aspects of community (e.g. trust, perceptions and use of power);

3- one or more useful schema for analyzing and classifying action strategies according to a set of dimensions, such as intensity, degree of oppositionality, relative recourse to secrecy;

4- a series of carefully documented and analyzed case studies (at least 25 in the first 5 years) of a sample of action efforts reflecting a range of community types and contexts;

5- a series of video-taped simulations (a minimum of 20 in the first 5 years for use as training materials in programs of community leadership training;

6- a few (2 or 3 in the first 5 years) carefully devised community games for use in community leadership training, focussed on specific areas such as relating planners to consumers of their planning, fostering community leadership emergence, and developing skills in community diagnosis and selection of suitable approaches to community action;

7- an evaluation of the suitability of introducing computer simulation into the laboratory based on quantitative findings of relationships between variables resulting from previous studies;

8- an easily retrieved collection of a range of techniques found useful for various kinds of community action research that would be available to others engaged in the study of community change processes.

Methods of Procedure

Major Variables. -- The research program is based on the assumption that approaches to community action are a function both of the unique nature of the problem and of conditions for community action existing among the groups involved. The action strategy itself affects both the extent to which objectives are achieved and the conditions for community action that, in turn, will affect subsequent attempts to solve problems or bring about change. These assumptions are reflected in Figure 1.

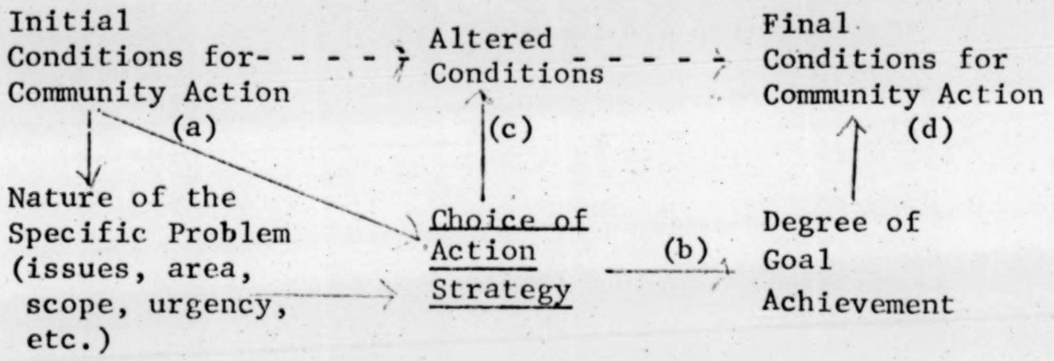

Initial Conditions for Community Action
Altered Conditions
Final Conditions for Community Action
(a)
(c)
(d)
Nature of the Specific Problem (issues, area, scope, urgency, etc.)
Choice of Action Strategy
(b)
Degree of Goal Achievement

Figure 1. Schematic representing interrelationships between conditions for community action, nature of problem, action strategy, and outcome of action.

Arrows a, b, c, and d in Figure 1 represent the main areas within which the program proposes to investigate the dynamics of community change. An attempt will be made to sample as widely as possible from the universe of possible problems.

Conditions Variables

Three "conditions variables" assumed to be particularly influential are projected for study: trust, relative power, and the amount of social connectedness or closeness between groups. They are chosen over other variables such as the structure of the action group and degree of value congruity between groups because they appear to be most influential, most susceptible to measurement (at least phenomenologically), and most readily quantifiable in ways that can be fed back to participants in the simulation phase of the research. As time goes on, it should be possible to relate the internal structure and working relationships of the action group to the choice of strategy. The literature on organizational development suggests that the following variables might have relevance: centralization vs. diffusion of authority, clarity of roles and role relations, extent of division of labor, adequacy of internal communication nets, extent to which the organization is committed to single vs. multiple goals, and such factors as the extent to which the organization relies on volunteers and whether it represents an ad hoc or continuing system.

Trust--This variable refers to the extent to which two or more groups feel that the others' motives are beneficent, their stated intentions the real ones, and that their agreements will be honored.

Power--Following Weber (1946) power is defined as the ability of a group to realize its will in a communal action despite resistance from others participating in the situation. The ability to influence may rest on monetary and other resources, the group's skill in assessing and using its resources, on the nature of the issue and the degree to which a group is considered relevant. Power tends to be comparative, i.e., it must be assessed in relation to the actual or perceived power of other groups. Power rests to varying degrees in the readiness of others to be influenced. The measurement of power will pose difficulties. Objective measures of "real" power, whatever that may be, do not exist. Ratings by outside observers may differ from ratings by participants. Thus it seems important to include both ratings of outside observers and group perception of own and others' ability to influence. Casual observations suggest that many groups tend to underestimate their own power as perceived by others.

Social Connectedness--Opportunities for direct contact between groups vary according to such factors as location of leaders' residence, membership in overlapping social groups, and community status. Many emotionally-laden community change situations involve antagonist groups having a high degree of social distance from each other. Measures of social connectedness need to take into account these several factors.

Change Strategies

Community change strategies may be open or manipulative, oriented towards persuading or coercing, interested in involving others or winning against them. We will utilize Warren's distinction (1965) among three points along a continuum concerned with the possibility of basic agreement. These are: a) issue consensus -- there is basic agreement as to the way an issue is to be resolved or such agreement is likely; b) issue difference -- disagreement exists about whether there is an issue or about the substance of a proposed action, but issue consensus probably can be reached eventually; c) issue dissensus -- important parties to the situation refuse to acknowledge an issue or are in direct opposition to a proposed action, with little or no apparent chance of arriving at consensus. Warren holds that collaborative strategies are most appropriate to the condition of issue consensus, persuasion strategies to issue difference, and contest strategies or, in conditions of extreme polarization, conflict strategies in relation to issue dissensus.

Warren's category system for action or change strategies permits at least provisional classification of approaches used by client groups both in the laboratory and in the field. The types of action strategies selected are believed to be dependent on the conditions variables (i.e. trust, power, and social connectedness), as indicated by arrow (a) in Figure 1. But they are also considered to be independent variables that, in turn, will influence the conditions between and among the participating groups (arrow c in Figure 1).

Figure 2 depicts the central nature of community action strategies in the laboratories' research program.

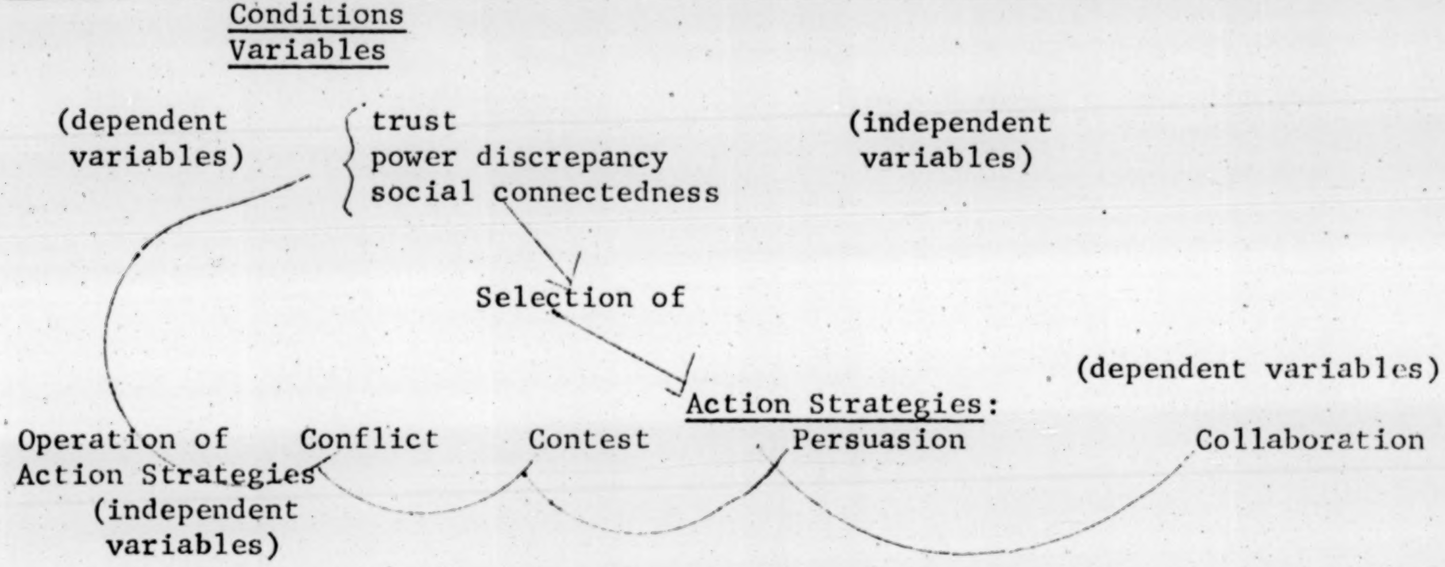
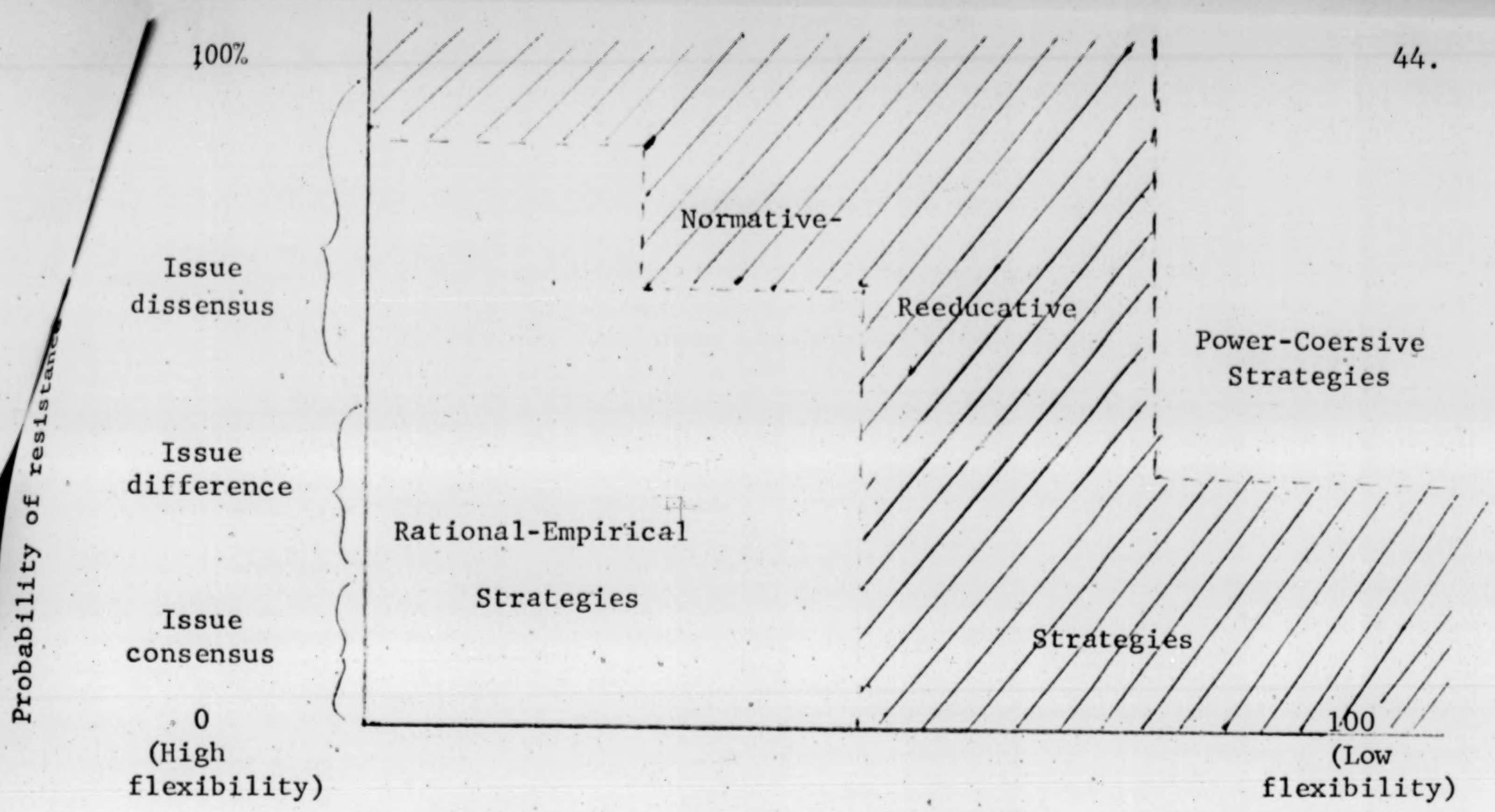

Conditions Variables
(dependent variables)
trust
power discrepancy
social connectedness
(independent variables)
Selection of
(dependent variables)
Action Strategies:
Operation of Action Strategies
(independent variables)
Conflict
Contest
Persuasion
Collaboration

Figure 2. Depicts the circular relationship presumed to exist between conditions of trust, perceived power, and social connectedness existing between community groups and the action strategies employed by them.

It is probably apparent that the term "strategy" as used here refers exclusively to the most general stance of the action group in relation to the specific action context under study. It does not refer to the more particular process strategies having to do with the group's decisions in such areas as the media it might rely upon in its attempts to persuade, the adequacy with which the group communicates its concerns to other groups in its attempts to induce collaboration, or its attention to its own internal solidarity in its efforts to overcome opposition. Neither does it take into account the group's ability to commit sufficient resources to the task of achieving its objective no matter what general strategic stance is assumed. In the work with each client group it will be essential for the laboratory staff to make every effort to help the group deal competently with such process considerations as decision making and communication and to help the group select attainable goals in view of the financial, manpower, and other resources at its command. We also find useful the similar system of classification proposed by Chin and Benne (1968), who characterize all change attempts as either Empirical-Rational, Normative-Reeducative, or Power-Coercive in orientation. Empirical-Rational strategies assume that rational self-interest guides decision-making and that most people are rational and motivated by self-interest. Normative-Reeducative strategies assume that people are creatures of habit and, therefore, governed by patterns of action valued by their progenitors. Change is assumed to occur only as people are brought to change their normative orientations to old patterns and develop commitments to new ones. Power-Coercive strategies are based on the application of ability to influence (whether or not legitimated) over and above the influence exerted by the merit of the action involved. The Chin-Benne categorization is based on the change agent's assumption of how and why people change. The Warren system places more emphasis on the state of affairs which exists or is assumed between the action group and others.

Much of the distinctions between the change strategies (in either the Warren or Chin-Benne systems) would appear to be a function of the interaction between two variables (1) the probability of resistance to change efforts (in actuality or as judged by the action group) and (2) the flexibility of the action group as determined by its ability to open itself to influence from outside (barrier permeability). Combining the two variables in a tentative Community Action Grid (see Figure 3), it is possible to begin on a priori grounds to locate the three major strategic orientations (the figure is confined to the Chin-Benne system of classification). The vertical axis is characterized as the degree of probable resistance to attempts


100%
Probability of resistance
Issue dissensus
Issue difference
Issue consensus
0 (High flexibility)
100 (Low flexibility)
Normative-Reeducative Strategies
Power-Coersive Strategies
Rational-Empirical Strategies

a) Intensity (e.g. "Better dead than Red")
b) Oppositionality (e.g. "Property values will drop!")
c) Secrecy (e.g. System flexibility (barrier permeability).

Figure 3. Analysis Grid for Community Action

to initiate an action program. It is assumed that issue consensus would be characterized more by willingness to entertain suggested change than would the state of issue dissensus. Intersystem flexibility (the horizontal axis) would be more likely under conditions of low oppositionality, absence of secrecy, and low intensity; it would lead to a greater range of acceptable compromise solutions than would a system characterized by inflexibility.

The Grid diagram suggests that both the Warren and Chin-Benne system may require sub-classifications in order to account for the likelihoood that certain strategies (as now conceived) would appear to be manifest under widely differing conditions (e.g. Normative-Reeducative Strategies are presumed to occur under conditions of Issue Consensus or Dissensus, given Low System Flexibility.)

Recycling the results of each simulation with a community action group into the model will make it possible to further refine and sharpen the model. Ultimately it should be possible to make relatively accurate prognoses of the course of an action undertaking on the basis of where a given case falls on the Grid, taken together with a knowledge of the nature of the action context, the resources available to the action group, and its state of organizational development.

Data Collection and Analysis

Projected sequence of research. Though it is expected that CoRAL will be used flexibly and inventively in relation to both client needs and the focus of inquiry, a six-phase model is projected at present as ideal for study of a single action sequence.

1 - Phase One - Field Intelligence: interviews with CDL action group and possibly with others in the community, review of newspaper and other sources, and other preliminary field study extending over one to three days, intended to provide a rough, preliminary assessment of major characteristics of the action system, e.g. principal groups, decision-making locus, issues involved, groups (e.g. trust, perceptions of each other's power, social distance.)

2 - Phase Two - Design of Custom Simulation: in consultation with clients, developing a peopled simulation capable of enacting key groups and elements of the situation followed by pre-test of the simulation design by laboratory staff without involving clients.

3 - Phase Three - Simulation with Clients: One or more runs of the peopled simulation of the clients' action problem, with client group playing itself and laboratory aides assuming the roles of other groups. This phase involves pre- and post-simulation collection of data about major research variables (e.g. trust, perceived power, and social distance).

The initial runs of the peopled simulation are carried out without prior coaching or instruction of the client team, which selects its own strategy or mode of approach.

4 - Phase Four -- Simulation of Alternative Strategies: based on data feedback and critique of Phase Three, the action group is instructed to carry out one or more alternative approaches to bringing about change. This phase also involves pre-and post-simulation data collection about the major research variables. By the end of this phase it should be possible to select a recommended action strategy to be used in the field.[7]

5 - Phase Five -- Training of Clients: by means of individual and group consultation as well as simulation methods, the client group is helped to develp and practice the skills required for successful implementation of the selected action strategy.

6 - Phase Six -- Field Application: the client group returns to the community in order to begin to apply the recommended action strategy. Laboratory team remains available for continuing consultation and assistance. The team is also responsible for conducting field observations and other inquiry to determine: (a) the extent to which the action group is able to employ the strategy devised in the Laboratory; (b) similarities and differences between the simulated and real action situations; (c) effects of the action group's interventions in the community on such variables as trust, power, and social connectedness; (d) extent to which the client's action objectives were achieved.

7/ Though the above model assumes that an action group's objectives remain fixed, with only the preferred strategies varying according to the nature of the situation and the judgment of those involved, in actual fact it is expected that action groups will typically make modifications of their objectives as a result of Laboratory simulation. Certain objectives are compatible with some action strategies and incompatible with others.

A fully developed study of a single sequence of community action should extend over a long enough time period to permit extensive followup to determine long-range effects of change strategies. The extended duration of the studies will provide data that can be examined for sequential effects of variables interacting with one another. The continuing relationsip made possible by working with clients in the field following the laboratory work will enable the research to circumvent some of the methodological problems inherent in simple before-after designs.

Common data for each of the conditions variables and action strategies will be collected within each of the community action sequences studied. Rating scales having to do with cross-group perceptions of trust, power, and social distance will be administered at appropriate points before, during and after the simulations. Interviews, both group and individual, will be conducted with the clients and with other key groups.[8] Group and individual debriefing sessions, with both the action group and the role players covering basic variables as perceived by the simulators, will be required following simulation runs. The research staff also will be in a position to act as participant-observers at certain crucial junctures, e.g., when action groups are deciding on what strategies are to be used and at times of interaction with other groups (both in the Laboratory and in the field.) Finally, the research-consultant team will make use of and conduct content analysis of newspapers and other public documents as well as letters, memoranda and other accessible materials.

8/ Care will have to be taken to see that field inquiry does not seriously interfere with the efforts of the action group.

Data will be analyzed in three main ways. First, it will be possible to employ correlational analysis and tests of significance to determine relationships among the conditions variables, the association between conditions existing between groups and the selection of action strategies, and the changes in conditions occurring after the use of different types of action. Second, prospective analysis of the sequence of community action can be arrived at through the careful documentation of the progression of events, critical incidents, issues, and determining factors in a selected series of cases. Third, the comparative analysis of cases using differing action strategies both in terms of goal attainment and effects on the conditions variables will add to an understanding of the outcome to be expected from different approaches to bringing about change in the community. Whenever possible cases involving similar or related issue areas will be compared.

Evaluation. -- In its initial stages, probably extending over the first two and possibly three years, specific methods of combining laboratory simulation with field study, consultation and training will be developed and refined by successive approximations. Evaluation will be focussed largely on such matters as: (1) factors making it more or less possible for community clients to make use of the resources provided by the laboratory; (2) elimination or modification of interventions that appear least productive of assistance to the clients; (3) improving the laboratory simulation methodology in order to make it increasingly reflective of critical dimensions found in real life. Evaluation will be conducted largely by the laboratory staff itself by means of careful documentation of procedures used, predesigned participant observations, and followup interviews with clients and other groups in the community. Because methods will be continuously subject to change no attempt will be made to conduct comparable studies of control samples of community efforts not brought to the laboratory.

If, as hoped, a well-defined approach has been refined out by the end of two or three years work, it will then become possible to open upthe operations of the laboratory to more rigorous evaluation. The internal assessments by laboratory staff will then be augmented by observations of a research team from the outside, based in one or more organizations independent of NTL and funded by a separate pattern of support. It will then be essential to make provisions for controlled study, either by means of staggered observations of community action situations during comparable time periods before and after intervention by the laboratory or by using roughly comparable action situations in different communities. Any evaluation of the laboratory's methods also must concern itself with a careful documentation of the processes involved and of the interrelationships between those processes and apparent outcomes. Such evaluation ought also to concern itself with the laboratory's ability to diffuse its methods to other settings, with the modifications that would be required in applying the methods to such settings, and with the relative costs of the approaches in comparison with results achieved.

Significance of this Research

It is expected that knowledge gained from this research will enable those engaged in community change efforts to understand better and intervene more effectively in the improvement of the community as a human environment. It is also hoped that the techniques being developed within the simulation laboratory and subsequently tested in the field will be suitable for use within existing community agencies and incorporated in comprehensive community development strategies. Finally, as already indicated, the linkage of the research with NTL's training and other programs with a wide range of client systems will enable the staff to disseminate new ideas and approaches and to assist other groups to adapt them to their particular problems and settings.

Much of currently available knowledge on which community action efforts are based in various areas of social concern derives from studies of small group and organizational behavior. Though some fundamental similarities are presumed to exist between group, organizational,and community dynamics, it is also assumed that the community as an aggregate is qualitatively different from group and organization in significant respects and, therefore, should be studied with concepts and methods appropriate to its uniqueness. For example, it is apparent that the individual-environment ecology of community is greatly different from that of either group or organization. Individuals are in essentially face-to-face contacts in the small group; any individual can make visual and aural contact with all other members of his group in most instances. In the organization the individual-environment relationship is defined by role function and the quality of position, both of which tend to locate him physically and interactionally within the aggregate. By contrast, the fundamental interaction between individual and environment in the community presents the individual with the necessity of making choices among alternative interactions as well as requiring him to move from a dwelling place or neighborhood area in order to make contact with others outside the group or organizational setting. It is presumed that there are more opportunities for interaction presented to the individual by the community than by organization and group; also that there is typically a greater sense of risk involved for the individual in his encounters with community to the extent that relationships are less clear, chances of rejection are relatively high, and difficult choices must be made between mutually exclusive alternatives, as is often the case. It is assumed that competence in community action requires insights and skills in addition to those ordinarily considered desirable for individual effectiveness of group and organization. The proposed research is intended to identify and study the unique dynamics of individual-community ecology.

VIII. COMMUNITY DEVELOPMENT LOCATIONS (CDLs)

While not funded directly under this Proposal, the CDLs are integral to the total effort - as consumers and as collaborators. Criteria for selecting CDLs include the following:

A. The basic training and consulting activities can by manned and financed by local resources with minimal back-up support from NTL central office, CoRAL and Network;

B. Key local groups are ready to be part of the total CoRAL effort;

C. The objectives of local programs are consistent, though not necessarily identical, with the CoRAL goals;

D. Local staff and support groups are prepared to commit themselves to following through with a continuing effort for the full five years;

E. There is a readiness to integrate local needs for variation and autonomy with the need in a national effort to discover common emphasis;

F. The local group is prepared to develop linkage to the national effort via such means as participation of the local program coordinator on a CoRAL steering committee and hosting and attending events with other CDLs;

G. Local programs are geared to seeking linkages with other relevant community-oriented training efforts in their localities.

CDL candidates are developing their own proposals, some of which are appended. Focal questions raised with potential CDLs include:

A. What do you propose to do related to training that is not being done in your community?

--what new directions?

--what different ways of working?

B. What particular needs will be met by what you propose to do?

C. What are hoped-for accomplishments at the end of 3-5 years?

D. How might what you are trying to demonstrate be applicable elsewhere?

E. How many persons will you develop each year as training resources for your community?

F. Do you foresee any difficulties in action research being done by your project personnel from outside your community?

G. Do you foresee any difficulties in launching a new training activity or adding to what already is being done?

H. Is there a good possibility for continuity in the program you propose?

As CDLs are selected, each will gather additional data dealing with social attitudes, interactions between and among groups, problems of vertical and horizontal linkages, community decision-making and problem-solving patterns, history of conflict management and resolution, etc. Data would be gathered --

> To help establish training and consulting targets and priorities, to assess and improve the effectiveness of intervention methods, and to provide relevant information about needed changes that can be fed back to community groups as part of training and other change efforts.

The CoRAL staff will work with community groups as they formulate their problems and needs and set priorities. These will provide the context for simulation and other training approaches.

From the communities' point of view CoRAL provides a major resource and service for community development; from CoRAL's point of view the communities provide bases from which to undertake the education of trainers and from which to gather research data to asses effectiveness of the training process in actual applications and results achieved.

Discussions are underway with a number of communities which vary widely in size, composition, local motivation and initiative, and opportunities for creative community-wide development work. For example:[9]

Newton, Kansas - - a small Midwest city and Harvey County

Motivations - concern over "bits and pieces" approach characterized by confusion, hostility, anxiety, and lack of communication between groups, organizations, levels, geographical areas. Growth "by accident" rather than "on purpose". Desire for help in developing community action skills.

Initiators - Prairie View Mental Health Center in consultation with NTL Institute staff

Status - "A unique effort in confronting community 'facts of life' was begun in February, 1968 when 25 community leaders from the county met for a 3-day leadership laboratory... an intensive and personally involving experience....

9/ See Appendix for more detailed descriptions.

Because of interest in continuing, a second laboratory was conducted in October 1968."

Participants included City Manager, Public Schools Curriculum Coordinator, Bank president, Administrator of Prairie View, Hesston Foundation representative, Excel Industries personnel director, minister, corporation industrial relations director, Bethel College president.

Incorporation as Leadership, Inc. (LINC) to receive funds for systematic development. (It is now this body that purchases services from NTL Institute for such programs as above community leadership institutes.)

Program - Continuing leadership training workshops

Demonstration projects dealing with specific problems - e.g. youth problems (self-discovery), intergenerational problems, interracial problems, student-faculty problems, improved teacher training, study of power structure, of downtown business, of career development, use of leisure, management skill development

Trainer development with NTL Institute help

Funds for program thus far through Title I grant and local support. Seeking additional local foundation support.

Link to NTL Institute - Vlad Dupre and Curtis Mial of NTL Institute, Washington staff

Local link - Dr. Merrill Raber of Prairie View Mental Health Center

Niagara Falls, New York - - - (with anticipated spillover into adjacent communities in Erie County)

Motivation - Concern over community problems (racism, alienation, lack of collaboration) and the need for restructuring of community organizations to support joint planning and action.

Initiators - The Niagara Coalition representing recent merger of key organizations (UGF, Welfare Council, and Urban Coalition), with support from SPUR, CAP, and other organizations.

Status - Proposal has been developed (conforming to proposed CoRAL criteria.), to create a Community Development Center as a training and research system in support of the Niagara Coalition and the "Matrix Plan" of Community Development that has been created. plan calls for permanent and temporary task forces that would bring together people seen as relevant in the solution of specific problems. Task forces are in varying stages of development related to neighborhood improvement organizations of Black Youth, drug abuse program, Museum for Black history and culture, Human Relations Commission, Housing.

Resources of the State University of New York at Buffalo have been secured with active involvement of the Policy Sciences Department and the Graduate School of Social Welfare.

Program- Functions will include environmental scanning, work on inter-relationships, leadership diversification.

Link to NTL Institute - Don Klein, Program Director, Center for Community Affairs

Local Link - Director and Associate director of Niagara Coalition, Owen Mahoney and Father Eugene Walsh, and also John Andrews, NTL Associate of Graduate Department of Department Policy Sciences, SUNY.

Gary, Indiana - - - a highly industrialized, one-industry town;one of two cities in the U.S. that elected a Black mayor in the 1968 election

Motivation - A highly complex community rife with internal conflict with Black/White and White/ Mexican-American polarization, in the national spotlight through its Black Mayor, and with a high crime rate, is looking for internal and external leadership to bring about positive change.

Initiators - Purdue University Urban Affairs Center and the Scholarship Education Development Fund for Racial Equality (SEDFRE) have committed staff and financial support to the city administration in an effort to develop mechanisms and techniques for coping with critical problems. NTL Institute is seen as a source of help.

Status - The City Administration has utilized Purdue University staff and has gradually moved the consultant into an internal role working directly and closely with the Mayor and his cabinet. SEDFRE staff person has established a Neighborhood Action Institute and is building relationships particularly with the Black community but with other segments as well. A Gary team was organized for participation in the NTL Institute Battle Creek Community Leadership Laboratory. Continuing consultant help is being provided from NTL Institute.

Current plans call for a small training laboratory for key leaders in Gary to follow with a widening program and with a focus on inter-racial, intercultural groups.

Program - At this time it is not possible to say what the program will be. Gary is beginning to experiment with various uses of laboratory training. The procedures followed in Niagara Falls, Richmond, West Virginia, and Newton in developing local proposals may be followed in Gary over the next few months. Discussions are being initiated around the need and feasibility for local training programs on a continuing basis.

NTL Link - Curtis Mial, Director, Center for Community Affairs, NTL

Local Link - Art Naparstek, Purdue representative in Mayors's office (NTL Institute Program for Change Specialists in 1968)
Robert Jackson, SEDFRE consultant, Director of Neighborhood Action Institute. Involved in various NTL training program.

Richmond, Virginia - - - a Southern state capital

Motivation - Unsolved urban problems have led to the desire to test whether an ecumenical church effort could utilize a training and research approach to generate response not only in the religious community but in other aspects of community life - economics, arts, government, education, social welfare.

Initiators - Presbyterian leadership has coopted other leadership, and has created TRUST[10] as the mechanism for change.

Status - Participation by key figures in NTL Institute Community Leadership Laboratories led to a major training program for the City Manager, his cabinet, and some 500 key employees of the city government. Special programs have followed - as in Regional Housing Authority with increasing reliance upon local resources developed with NTL help. Local resources are now being used in a variety of local programs including HeadStart programs.

Program - The issue or challenge is - Can this church-initiated effort become more inclusive in reaching all segments of the community? in a community organization-organizational development approach? The objective is to build an increasingly effective capability for leadership training and development with community-wide utilization and with continuing linkage between local and external resources.

Link to NTL Institute - Curtis Mial

Local Links - Richard Perkins, Director of TRUST (participant in Community Leadership Laboratory, then in Program for Community Change Specialists, and then In-Service Training and Co-training programs)

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[10] Task Force for Research, Urban Strategy & Training (TRUST, Inc)

Irving Stubbs, Associate Director of TRUST
(participant in Community Leadership Laboratory
and in PCCS this summer)

Morgantown, West Virginia - - The Appalachian Center

Motivation - Concern over limited resources and limited mobilization of resources that are available has led to desire to create more effective mechanisms for linking State University resources to people in the region and to help realize their interdependence.

Initiators - Staff of the Appalachian Center of the University of West Virginia

Status - Three training programs have been conducted with NTL Institute help.

Special Training Program involving entire staff of Agricultural Extension Service - a 3-week program focused on interpersonal relations, working in groups, and on consultant skills for a staff changing from the traditional one-to-one extension relationship to a community development approach.

The Organizational Training Program to help leadership of the Center to reorganize the Center and relate to the reorganization of the University and to build a staff development program.

Local or County Level Training involving indigenous leadership and attempting to build security and to overcome defeatist self-fulfilling prophecies of impotence.

Program - The aim is to develop a community leadership training center with capabilities for training in the Appalachian Center, the University Extension Service, various units of the University.

This is seen as a major element in a program for self-renewal with outside resources used to "grow" internal resources.

Link to NTL Institute - Curtis Mial

Local Links - Richard Franklin of the Appalachian Center staff and an NTL Institute Associate and trainer. The new thrust has sanction institutionally also through the Vice President who was involved in the first training program and subsequently participated in the NTL Institute Key Executive Conference.

National Site for CoRal - Washington, D.C.

Washington, D.C. and the metropolitan area are preferred as the national site for a number of reasons - there is need and, we believe, readiness for such a facility; the proposed facility would have national visibility; NTL Institute central office is located in Washington; a wide range of resources are available. We see Washington as both site for CoRal and as a source of/client relationships. Washington has critical inner-city problems but also unique resources. We would address ourselves to the need to help link people and institutions grappling with the community development issues on both sides of the "white noose" that separates the central city from the suburbs.

We propose deliberately to avoid, in the case of Washington, engaging ourselves with any single initiating and auspicing agency as are the CDLs. We see Washington as offering opportunity to test a variety of relationships, initiatives, and problem foci. We might by this means be able on occasion to compare experiences in Richmond, say, where the initiator is the Ecumenical Council, with our work (already underway) with the similar Metropolitan Ecumenical Training Center in Washington.

The following relationships have already been established as collaborators:

D.C. Model Cities Program

Virginia Community Action Training(OEO)supported)

Metropolitan Council of Governments

Metropolitan Ecumenical Training Center of Washington, D.C.

Each of these groups has agreed to linkage with proposed CoRAL. Each meets the criteria for inclusion (e.g. a representative board or policy-making group, but which would relate).

We will work closely with Howard University through Professor Roy Jones of the Graduate Program in Urban Affairs. Dr. Jones is committed to a staff role in CoRal; Dr. Klein will teach in the Howard Programs.

In addition CoRal will build on other relationships established through NTL Institute in Washington. For the Washington schools this has included NTL Laboratories for teachers and principals in the Model Schools Division, having teams from the system and from individual buildings come to two-week summer training programs, having NTL trained personnel function as continuing consultants. NTL Institute has worked with HUD in the series of Model Cities leadership conferences. NTL Institute staff have helped initiate the Ecumenical Council program focused on White racism in the suburban area. Over recent years NTL Institute has conducted leadership training for the Urban League; training for a group of key leaders from religious, educational, economic, social welfare, and other segments of the community; and a range of intensive development programs within several governmental agencies in the District. We thus start with a body of knowledgable persons.

Links to NTL - Dr. Donald Klein and H. Curtis Mial (plus other members of CoRal and NTL Institute staff.)

Local Links - Dr. Roy Jones, Howard University (/named by the other programs)
others being

We propose selecting and beginning work with four or five communities the first year of operation and an additional four or five the second year. Operating objectives would include:

--involving training locations from the beginning in the decision-making process

--working toward optimal openness and trust between various parts of the project

--keeping the structure of the project as flexible and simple as possible, allowing the maximum "temporariness" and flexibility while achieving continuity

--finding means to achieve cross-community fertilization and dissemination of new knowledge between CDLs.

IX. DISSEMINATION

We see the feedin, feedback, feedout emphasis as a functional approach to a dissemination plan. While dissemination will play a minor role the first year or two, we would expect to devote an increasingly large segment of our effort to a variety of dissemination activities in the later years. These would include seminars, workshops, training sessions, meetings, and talks, as well as a variety of articles and papers, possibly appearing in such NTL Institute publications as:

--JOURNAL OF APPLIED BEHAVIORAL SCIENCE (JABS):
a quarterly journal that "seeks to improve communications between research workers in fields such as anthropology, economics, political science, psychiatry, psychology, or sociology. It focuses on the process by which individuals and institutions are changed."

--EXPLORATIONS IN APPLIED BEHAVIORAL SCIENCE:
a series of full technical reports and monograph-length discussions of issues in training theory and design.

--APPLICATIONS OF HUMAN RELATIONS TRAINING:
a series of presentations of significant innovative applications of laboratory training concepts and methodology.

--THE SELECTED READINGS SERIES: a series of seven paperback booklets presenting basic articles on theory and practice in human relations and leadership training.

Number 4 of this series is on "Community Development"

Number 7 is on "Citizen Participation in Urban Development"
- Volume I - Concepts and Issues
- Volume II - Cases and Programs
-(The first volume appeared last August and has had an enthusiastic response. The second volume will appear before summer 1969.)

In addition, we would aim at more specific outputs, such as:

1. a series of carefully documented and analyzed case studies (at least 25 in the first 5 years) of a sample of action efforts reflecting a range of community types and contexts;

2. documented findings concerning variables that influence selection of action strategies;

3. similarly documented findings bearing on the effects of differing action strategies (e.g., conflict, collaboration, persuasion) on other aspects of community (e.g., trust, perceptions and use of power);

4. one or more useful schema for analyzing and classifying action strategies according to a set of dimensions, such as intensity, degree of oppositionality, relative recourse to secrecy);

5. a series of video-taped simulations (possibly 15 to 20 in the first 5 years) for use as training materials in programs of community leadership training;

6. a few (2 or 3 in the first 5 years) carefully devised community games for use in community leadership training, focused on specific areas such as relating planners to consumers of their planning, fostering community leadership emergence, and developing skills in community diagnosis and selection of suitable approaches to community action;

7. an evaluation of the suitability of introducing computer simulation into the laboratory, based on qualitative analysis of operating systems and quantitative findings of relationships between variables resulting from previous studies;

8. an easily retrieved collection of a range of techniques found useful for various kinds of community action research that would be available to others engaged in the study of community change processes.

X. ADMINISTRATIVE STRUCTURE

How staff teams should be composed for comprehensive community development is one of the issues on which we will be working. Members will be planning, developing, administering, managing, supervising, supporting, encouraging, fighting for, defending the program, and will ultimately determine, more than any other single dimension, the degree of success achieved. A spirit of inquiry and curiosity, a deep desire to innovate and experiment, a willingness to risk, openness, flexibility--these are some of the attributes and skills required along with demonstrated professional training and competence.

It is expected that the Central Office staff for this project will contain a mix of previous experiences including community organization, program development, public administration, social research and training. The staff should be multi-disciplinary and multi-racial.

THE COMMUNITY RESOURCE AND ACTION LABORATORY (CoRAL) staff will probably consist of:

--a Director who will be charged with overall responsibility for all activities undertaken by the Laboratory;

--an Associate Director for Training and Dissemination who will maintain contact with the Community Training Centers (CTC) conduct the training activities, coordinate consultant services, and direct dissemination activities;

--an Associate Director for Research and Development who will conduct state-of-the-art studies, develop simulation and other training methodologies, and direct all research and evaluation activities;

--two Training Associates who will conduct training activities at the CoRal and provide follow-up consultations at community sites;

--two Research Associates who will conduct research and evaluation activities at the CoRal;

--two Program Assistants who will provide support services in training; research, evaluation, dissemination, and administration;

--two Field Assistants who will maintain constant liaison with the various Community Training Centers.

In addition, CoRAL has access to and work relationships with about sixty (60) consultants across the country who have special interest and competency in community affairs.[11] This network will be of considerable assistance as each location develops and as programs are launched that require outside assistance. In effect, the CDL staffs will be able to tap into a diverse and sophisticated system of experienced community consultants whose special competencies relate to human factors associated with change, systems analysis, conflict management, social planning, problem-solving method, and experience-based training methodologies.

Each CDL will also be expected to select one of its staff members, probably the local director, to serve as liaison with the CoRal staff and to sit on the CoRAL Steering Committee.

In addition, the CoRal staff will have the benefit of advice of the Core Committee of the Center for Community Affairs and individual consultants as needed.

The Steering Committee members, Core Committee members, and selected consultants will meet semi-annually in Washington at a Consultants Seminar to review and advise on the CoRAL program. We also propose naming an Advisory Panel of influential persons with a background of NTL Institute-related experience and knowledge. We see this as a group that would meet seldom if ever, but would review plans and advise on strategy for funding, for spread, for national impact.

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[11] To assess the degree of interest of the NTL network in participating in this program a questionnaire was sent to all members asking the following questions: (1) Have you had significant community experiences; (2) Do you wish to be listed among the resources in the proposed project? Sixty persons responded YES to both questions. Their names and affiliations appear in the Appendix.

Proposed Five-Year Sequence of Events:

First Year

Staffing and creation of Advisory panels
Clarification of objectives and procedures
Selection and establishment of relationships with CDLs
Launching of CoRAL in collaboration with CDLs
Development of guidelines for documentation
Initiation of evaluation procedures and data collection
Study of "the state of the art" of training related to community development

Second and Third Years

Strengthening of links with CDLs
Probable addition of 2-5 new CDLs
Continuing development and refinement of methodologies
Continuing documentation and evaluation
Trainer development program with CDLs

Fourth and Fifth Years

Continuation of above functions
More rigorous evaluation by independent outside research team
Provisions for controlled study (either through some plan of staggered observation or comparable work in different communities)
Development of training materials
Increasing financial support of CoRAL functions from community clients
Dissemination of research findings and training materials

XI. BUDGET

		1st Year	5th Year
1. Salaries..		$197,000	$260,000
Director	$20,000 - 25,000		
Associate Directors (2)	40,000 - 50,000		
Training Associates (2)	30,000 - 40,000		
Research Associates (2)	30,000 - 40,000		
Program Assistants (2)	20,000 - 30,000		
Field Assistants (2)	20,000 - 30,000		
Secretaries (4)	32,000 - 40,000		
Consultants ($100/day)	5,000 - 5,000		
2. Travel & Living Expenses.........................		23,700	23,700
Staff (10 trips at $150/ea x six staff)	9,000 - 9,000		
Living: (60 days at $20 per day x 6 staff)	7,200 - 7,200		
Interviewers & consultants (travel & living)	7,500 - 7,500		
3. Consultant Seminars (Two Annual).................................		18,400	18,400
20 Consultant-Participants for 2.5 days @ $100/day	$250		
Expenses & travel for above	210		
	$460 per		
Consultant-Participant x 20 x 2 Seminars - $18,400			
4. Equivalent of Data Processing	3,000 - 5,000	3,000	5,000
5. Publications/Dissemination	2,000 - 10,000	2,000	10,000
6. Equipment Rental	6,500 - 8,000	6,500	8,000
7. Supplies (Tele, mail, etc.)	5,000 - 6,000	5,000	6,000
8. Facilities Rental	5,000 - 7,000	5,000	7,000
TOTALS..............................		$260,600	$338,100[12]

NOTE: HEW negotiated Overhead Rate for NTL Institute is 40.5% of total direct costs.

12/ We anticipate that by the fifth year one-half of the CoRAL would be provided through contracts for service from local CDLs.

MSS
546

SEDFRE

NEIGHBORHOOD ACTION INSTITUTE, GARY INDIANA
REPORTS, NOV 1968 - MAY 1969

Box 25
Folder 7

State Historical Society of Wisconsin

Please Retain Original Order

SEDFRE **11/5/68**

MEMORANDUM

To: Ronnie M. Moore

From: Robert W. Jackson

Re: Status Report on Gary Community and Federal Programs

During my first week, I have been contacting groups and persons who may benefit from the Neighborhood Action Institute. In this week, I contacted the following:

1. Wallace White, Director, Gary Concentrated Employment Program
2. William Smith & Frank Brown, Gary Metro Corps.
3. William Stahle, Jim Holland & Hank Morgan - Gary Model Cities Program
4. Charles Brown, Gary Youth Program
5. Mrs. Juliette Greenlaw, Chairman, Gary, Welfare Mother's Organization
6. Chairmen of the three Concentrated Employment Programs Community Advisory Councils
7. Three Black Precinct Chairmen (I attended two of their meetings).
8. Mr. Scott, Chairman of "MARONA" a group of addicts and former addicts who have been meeting and have gotten together a proposal to establish a "Half-Way House" for addicts in Gary. I have attended their meetings, which are held every Sunday at 4:00 p.m..
9. Soul, Inc., a group of former gang members who have gotten a proposal funded and have opened a Community Hall, a Roller Rink, and are repairing a theatre they have purchased to put on shows with local talent for their benefit.
10. Manpower Advisory Board - This board is made up of representatives of the three CEP Neighborhood Councils and persons selected by the Mayor.

Of the groups with which I have talked, I am most concerned about Metro Corps. I have been in meetings with them on three occasions. I have explained my role and have found that they do not have a staff working in the community except for four "referral" persons. I have attempted to assist them and will continue. I was told that they would contact me when they finish their staffing pattern.

The overwhelming cry is for training in How to Conduct a Meeting. Many' of the advisory council members have been talking to me about this. I have also discovered that the need equal to this, is the need for Leadership Development Training. There is a great void of potential leadership which only needs to be developed. I feel that we can be of tremendous value in this area.

Of all the city and Federal programs only CEP has real community contact and involvement. I have been im pressed with the program. However, the program is in dire need of Leadership Development Training.

I talked with representatives of the Model Cities Program, they are interested also in Leadership Training as well as training to do a survey of residents in the Model Cities area.

I am anxious to get started with neighborhood groups, however, I need to talk to you about direction. We will do so on November 6, 1968.

cc: Marvin Rich

November 14, 1968

TO: JESSIE BELL

FROM: BOB JACKSON

SUBJECT: Status Report on the Gary Training Institute

Jessie:

This is just a memo to keep you abreast of the progress I am making with the Institute. As you can see, we have decided on the name to be (Gary Training Institute) rather than Neighborhood Action Institute.

I was in Washington with SEDFRE training during the week of November 14th for a training seminar .

I have been contacting groups and persons who may benefit from the Gary Training Institute and whom the Institute may benefit from. During my time here, I have contacted the following:

1. Wallace White, Director, Gary Concentrated Employment Program;
2. William Smith & Frank Brown, Gary Metro Corps;
3. William Stahle, Jim Holland & Hank Morgan, Gary Model Cities Program;
4. Charles Brown, Gary Youth Program;
5. Mrs. Juliette Greenlaw, Chairman, Gary Welfare Mother's Organization;
6. Chairmen of the three Concentrated Employment Programs Community Advisory Councils;
7. Three Black Precinct Chairmen (I attended two of their meetings);
8. Mr. Scott, Chairman of "MARONA", a group of addicts and former addicts who have been meeting and have gotten together a proposal to establish a "Half'way House" for addicts in Gary. I have attended their meetings, which are held every Sunday at 4:00 p.m.
9. Soul, Inc., a group of former gang members who have gotten a proposal funded and have opened a Community Hall, a Roller Rink, and are repairing a theatre they have purchased to put on shows with local talent for their benefit.
10. Manpower Advisory Board - This is made up of a Board of representative of the three (3) CEP Neighborhood Councils and persons selected by the Mayor.

Of the groups of which I have talked, I am most concerned about Metro Corps. I have been in meeting with them in thre (3) occasions. I have explained my role and found that they do not have staff working in the community except for four (4) staff persons engaged in referral services. I have attempted to assist them and will continue relationships with Bill Smith, Gary Stewart and Frank Brown . I was told that they would contact me when they finished their staffing pattern.

I have been in contact with Model Cities and Cep regarding training possibilities.

A draft contract has been drawn up by CEP and I am to meet tomorrow, November 15th, with Goodson, Allen and White to discuss the finalizing of the Contract for CEP. I have talked with Jim Holland regarding training of Model Cities staff, who will be doing a survey in the target area. I had talked ~~with~~ in terms of providing Model Cities staff training in conjunction with CEP staff training. He and White are to work out those details. I am to meet with Holland, Hank Morgan and Bill Stahle on Monday, November 18th, to work out some specifics.

While waiting for the training contracts to be finalized with the federal programs, I inted to begin training with some neighborhood groups in the intern. I have found that the overwhelming cry is for training in how to conduct a meeting. I have also discovered that there is equal need for leadership development tr aining. There is a great void of potential leadership which needs to be developed. I feel that the Institute can be of tremendous value in this area.

My secretary has started work and I have located an office at the Gary Neighborhood House at 1700 Adams Street; and I hope to become operational during the week of November 18th. I will inform you when we have telephones, etc.

cc: Mrs. Jim Gibson

Re: letter sent to Jessie Bell, November 14, 1968, (two page)

Similar letters sent to :

Eddye McCain City Hall 401 Broadway Gary, Indiana 46402	November 20, 1968
Marvin Rich, Executive Director Scholarship, Education and Defense Fund for Racial Equality 164 Madison Avenue New York, New York, 10016	November 19, 1968

Cohen

November 19, 1968

TO: MARVIN RICH

FROM: BOB JACKSON

SUBJECT: STATUS REPORT ON THE NEIGHBORHOOD ACTION INSTITUTE

Marvin:

This is just a memo to keep you abreast of the progress I am making with the Institute.

I have been contacting groups and persons who may benefit from the Gary Neighborhood Action Institute and whom the Institute may benefit from. During my time here, I have contacted the following:

1. Wallace White, Director, Gary Concentrated Employment Program;
2. William Smith & Frank Brown, Gary Metro Corps;
3. William Stahle, Jim Holland & Hank Morgan, Gary Model Cities Program;
4. Charles Brown, Gary Youth Program;
5. Mrs. Juliette Greenlow, Chairman, Gary Welfare Mother's Organization;
6. Chairmen of the three Concentrated Employment Programs Community Advisory Councils;
7. Three Black Precinct Chairmen (I attended two of their meetings);
8. Mrs.Scott, Chairman of "MARONA', a group of addicts and former addicts who have been meeting and have gotten together a proposal to establish a "Half-way House" for addicts in Gary. I have attended their meetings, which are held every Sunday at 4:00 p.m.;
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I have been in contact with Model Cities and CEP regarding training possibilities. I met with Allen, Goodson and White on November 16th and went over the draft contract that was drawn up by CEP. I have talked with Jim Holland regarding training of Model Cities staff, who will be doing a survey in the target area. I had talked in terms of providing Model Cities staff training in conjunction with CEP staff training. He and White are to work out those details. I met with Holland, Hank Morgan and Bill Stahle on Monday, November 18th and worked out some specifics.

While waiting for the training contracts to be finalized with the federal programs, I intend to begin training with some neighborhood groups in the intern. I have found that the overwhelming cry is for training in how to conduct a meeting. There is a great void of potential leadership which needs to be developed. I feel that the Institute can be of tremendous value in this area.

We are anxiously awaiting for the arrival of the advanced funds in order to buy office supplies, get our telephones installed, etc.

I shall inform you as soon as our phones are installed.

Bob

BJ:cym

Mr. Marvin Rich,
Executive Director
Scholarship,Educationand Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

November 20, 1968

TO: Miss Eddye McCain

FROM: Bob Jackson

SUBJECT: Status Report on the Neighborhood Action Institute

Dear Miss McCain:

This is just a memo to keep you abreast of the progress I am making with the Institute.

I have been contacting groups and persons who may benefit from the Gary Neighborhood Action Institute and whom the Institute may benefit from. During my time here, I have contacted the following:

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We have moved into our office at 1700 Adams Street and our temporary phone number is 882-1550. As soon as our phones are installed we shall inform you of same.

Bob

BJ:cym

November 25, 1968

TO: Mr. Ronnie Moore

FROM: Bob Jackson

SUBJECT: Status Report

Ronnie:

The week began with a meeting with Robert Forst, Senior Coordinator of the Concentrated Employment Program, and William Carpenter, who is a local representative of the Department of Labor, regarding the Neighborhood Action Institute's training contract with CEP. It was agreed by all in this meeting, that the hours of training time were totally unrealistic and I am now devising a better time schedule. I felt it was important to meet with Carpenter, for he is the person who gives initial approval to the contract. One of the things held in the contract that I have just taken care of was the insurance requirements, it was a need for the Institute to have the following:

1. Workmen Compensation Insurance;
2. Public Liability Insurance;
3. Personal Bond for the Director

I went to see Rudolph Clay, a local Black State Farm representative, to secure the needed insurance.

The legal advicer for the federal programs here is obtaining tax exempt status and the Corporate Book for the N.A.I.

I also met with Charles King, Executive Director to the Human Relations Commission to outline my program and to establish communication with him. I learned from Mr. King that he was to receive a Sixteen Hundred Dollar ($1600.00) grant from the Juvenile Delinquency Fund, to provide a kind of sensitivity training for policement early next year. I reminded him that the Institute could be of considerable significance in this endeavor. He said he was glad to know the Institute had begun, but made no commitment otherwise.

I also had a talk with the Model Cities Deputy Director, Jim Holland, who informed me that Model Cities were hiring 20 interviewers to do a survey in the target area and wanted training for this group. I agreed to provide the training at Twelve Hundred Dollars ($1200.00). We met later in the week to bring out particulars and I have written a contract. Art Naparstek, who is very intersted in training and has training experience, and I will draw up a training design and conduct the workshops; perhaps by dividing the groups into two (2) groups of 10 in each group.

On Wednesday, November 20th, I met with the other program directors to establish what they were doing. They all seemed to express optimism about the prospects of N.A.I. I reminded them that all may not be so easy once the Institute begins to move, for the training will point out shortcomings in their various programs and they may be in for a difficult time from many informed citizens. There was some talk of my role being that of a pacifier to control the various community groups. I made it quite clear that I only intended to inform them of reality and whatever course they take, would not be subject to any control by N.A.I.

Following that meeting, I met with Jessie Bell concerning the tie-up of the Youth Leadership Development Program's money. Jessie pointed out to me, what I had already observed, which was a personal conflict between Charlie Brown, Director of the City's Youth Program and Bill Smith, Consultant to OEO. He also stated that Smith would be leaving by the middle of next month and things should begun to flourish at that point. Another plus in that controversy is that Model Cities has just hired, Gary Stewart, as its first Executive Director.'

I have received the One Thousand Dollars ($1,000.00) advance from Marvin and have opened a bank account, paid for rent, telephone, supplies and insurance.

I have received (2 million) blue folders and now need materials to fatten these folders. The only publication we have received is "How to Raise Money for Community Action" and I am anxiously awaiting the remainder of the materials.

Our new address is 1700 Adams Street, please direct all future mail to this address. Hope you had a good workshop down South.

I have identified one potential staff member, Sylvia Taylor, who is impressive and appears to be very sharp, she is now working for a training outfit in Chicago who is providing training for the Chicago CEP Program. Even though she is not a trainer, she does have knowledge of how to conduct workshops and I feel would learn rapidly. When the CEP contract is signed, I willl hire her. In addition, I have made contact with a psychologist here, who is very intersted in the citizen's participation in the federal programs and who is anxious to work with N.A.I. I have already involved the good Doctor in some paper work to stimulate interest and to maintain contact and communication.

BOB

BJ:cym

December 4, 1968

AGENDA

I. Present status of Neighborhood Action Institute

II. Topics of Discussion

- A. Set up a procedure in which the Institute can contact the Mayor in regards to the program.
- B. Contract with Model Cities training interviewers.
- C. CEP contract for training of Board and staff.
- D. Training of neighborhood groups.
- E. Training for Metro Board and staff, Model Cities' Board and staff and Youth Programs.
- F. Possible attendance at Cabinet Department Head Meetings.
- G. Realization of the possibilities that may occur community wise as a result of the training Institute.
- H. Fostering of the sense of brotherhood to the entire community, but especially among Black department heads.
- I. Critical climate due to the lack of sustained youth involvement.

TO: Hon. Richard G. Hatcher

FROM: Bob Jackson

SUBJECT: Status Report on the Neighborhood Action Institute

Dear Mayor Hatcher:

This is just a memo to keep you abreast of the progress I am making with the Neighborhood Action Institute.

I have been contacting groups and persons who may benefit from the Neighborhood Action Institute and whom the Institute may benefit from. During my time here, I have contacted the following:

1. Wallace White, Director, Gary Concentrated Employment Programs;
2. William Smith & Frank Brown, Gary Metro Corps;
3. William Stahle, Jim Holland & Hank Morgan, Gary Model Cities Program;
4. Charles Brown, Youth Program;
5. Mrs. Juliette Greenlaw, Chairman - Gary Welfare Mother's Organization;
6. Chairmen of the three Concentrated Employment Programs Community Advisory Councils;
7. Three Black Precinct Chairmen;
8. Mr. Scott, Chairman of "MARONA" House;
9. Soul, Inc.;
10. Manpower Advisory Board;

Of the groups of which I have talked, I am most concerned about Metro Corps. I have been in meetings with them in three occasions. I have explained my role and found that they do not have staff working in the community except for four (4) staff persons enggged in referral services. I have attempted to assist them and will continue relationships with Bill Smith, Gary Stewart and Frank Brown. I was told that they would contact me when they finished their staffing pattern.

I have been in contact with Model Cities and CEP regarding training possibilities. I met with Allen, Goodson and White on November 16th and went over the draft contract that was drawn up by CEP. I have talked with Jim Holland regarding training of Model Cities staff, who will be doing a survey in the target area. I had talked in terms of providing Model Cities staff training in conjunction with CEP staff training. He and White are to work out those details. I met with Holland, Hank Morgan and Bill Stahle on Monday, November 18th and worked out some specifics.

While waiting for the training contracts to be finalized with the federal programs, I intend to begin training with some neighborhood groups in the intem. I have found that the overwhelming cry is for training in how to conduct a meeting. I have also discovered that there is equal need for leadership development training. There is a great void of potential leadership which needs to be developed. I feel that the Institute can be of tremendous value in this area.

The week of November 25th began with a meeting with Robert Forst, Senior Coordinator of the Concentrated Employment Program and William Carpenter, who is a local representative of the Department of Labor, regarding the Neighborhood Action Institute's training contract with CEP. It was agreed by all in this meeting, that the hours of training time were totally unrealistic and I am now devising a better time schedule. I felt it was important to meet with Carpenter, for he is the person who gives initial approval to the contract.

I also met with Charles King, Executive Director to the Human Relations Commission to outline my program and to establish communication with him. I learned from Mr. King that he was to receive a Sixteen Hundred Dollar ($1600.00) grant from the Juvenile Delinquency Fund, to provide a kind of sensitivity training for policemen early next year. I reminded him that the Institute could be of considerable significance in this endeavor. He said he was glad to know the Institute had begun, but made no commitment otherwise.

I also had a talk with the Model Cities Deputy Director, Jim Holland, who informed me that Model Cities were hiring 20 interviewers to do a survey in the target area and wanted training for this group. I agreed to provide the training at Twelve Hundred Dollars ($1200.00). We met later in the week to bring out particulars and I have written a contract. Art Naparstek, who is very interested in training and has training experience, andlwill draw up a training design and conduct the workshops; perhaps by dividing the groups into two (2) groups of ten (10) in each group.

On Wednesday, November 20th, I met with the other program directors to establish what they were doing. They all seemed to express optimism about the prospects of N.A.I. I reminded them that all may not be so rosy once the Institute begins to move, for the training will point out shortcomings in their various programs and they may be in for a difficult time from many informed citizens. There was some talk of my role being that of a pacifier to control the various community groups. I made it quite clear that I only intended to inform them of reality and whatever course they take, would not be subject to any control by N.A.I.

Following that meeting, I met with Jessie Bell, concerning the tie-up of the Youth Leadership Development Program's money. He stated that things should begun to flourish by the middle of December.

December 9, 1968

TO: Ed Green

FROM: Bob Jackson

SUBJECT: Report on Activities of Neighborhood Action Institute

I. The Program will be assisted with federal funds by sub-contracting with the federal programs to provide Leadership Development Training.

II. The Neighborhood Action Institute is a program to provide training to the staff and Boards of federal programs and to Neighborhood groups. The Institute will use consultants on a contractual basis to provide said Training.

The Institute was established by a $25,000.00 grant from SEDFRE (Scholarship, Education and Defense Fund for Racial Equality) in New York to be the training reservoir for the City of Gary. It's primary purpose is to develope local Community leadership.

III. The following are projections as to the possibilities of fundings:

a. $25,000.00 - SEDFRE (Initial grant)
b. $25,000.00 - CEP -(Training)
c. $25,000.00 - Metro Corps (Training)
d. $15,000.00 - Model Cities (Training)

With the money obtained for training of the personnel in the federal programs, the Institute can provide training to neighborhood groups at no charge, which is its' primary function.

IV. a. Program Director ------------ $14,000.00
Secretary ------------ 6,500.00

To be added later ---

2 trainers @ $8,000.00 yearly

b. Present office space is in the Gary Neighborhood House at 1700 Adams St.

Training space will be provided by the various programs.

V. We have no way to estimate the number of persons to be assisted. It is hoped that by the end of this two year grant, everyone in the City will have been assisted. Directly, by the trainers in the program or indirectly, by assistance from someone who has been trained in the program.

VI. No funds have been dispersed yet. The target dates are these:

CEP - January 6, 1969
Model Cities - January 8, 1969
Metro Corps - January 9, 1969

The above dates being tentative. Other dates will be reached when the programs are ready to receive training.

VII. There is no specific time table. The major problem I am dealing with is to inform the Community that the Institute exists and encourage them to take advantage of its services.

Respectfully submitted,

Bob Jackson,
Director

BJ:cym

January 10, 1969

MEMO

TO: RONNIE MOORE

FROM: BOB JACKSON

SUBJECT: REPORT OF N.A.I.

In the last month N.A.I. has been struggling with the Directors of the various programs to sign contracts and also to bring about community awareness of N.A.I. The Neighborhood Action Institute has been unable to come into a smooth flowing system and provide training, but finds itself a catalyst to bring unity among the various programs and agencies. 85% of my time has been spent in getting Model Cities and Metro Corps, Metro Corps and Youth Programs, Model Cities and CEP to coordinate and to communicate their activities to one another.

I have found also, that most programs are not administratively prepared for the training as of now. A typical example would be the Model Cities Program which has postponed the beginning of training on three (3) occasions since the contract has been signed. We have slated to begin that training on 1-16-69.

There has not been any particular problem for the Institute in getting established. If there was one problem initially, it was regular communication with the Mayor, but that has been worked out.

N.A.I. has a list of potential consultants from local resources and is ready to begin action. One thing that is important for you is that SEDFRE is to provide $2500.00 worth of in-kind toward the CEP training contract. We will have to communicate to decide how that will be worked out. I am to meet with the CEP Director, Wally White, this afternoon to discuss the beginning of training for CEP Program staff and Board. The situation here is significantly different then I had originally indicated for there is a great need for training here, but most agencies and programs here do not recognize that need.

The most agonizing experience to be witnessed here is the "back stabbing" of the brothers to each other. Since I am viewed as an independent, with no local political category, I am being seen by them as the arbitrator in getting them together. I have not as yet given any substantial publicity to the Institute because I feel that it is more important to have a strong community base foundation initially.

Enclosed is an idea I hit upon for the beginning of training for the Center Boards of CEP. Perhaps this conference would be a time for publicity.

Thus far I have been communicating with the Directors of the Neighborhood Houses and their staff, superintendent of school, City Council and we have also been shaping the Board of N.A.I. Beginning next week, the N.A.I. will move into full swing.

Sincerely,

Bob

BJ:cym

Enclosure

MEMO

January 15, 1969

TO: Robert Jackson
FROM: Marvin Rich
SUBJECT: Progress Reports

I have not had any reports from you in some time. I hope things are working out well. But in any case, let me know how you are doing.

January 15, 1969

TO: RONNIE MOORE

FROM: BOB JACKSON

SUBJECT: FOLLOW-UP REPORT

The following is further development with the Institute since the initial report to you. In an effort to establish a local community foundation, I have talked with the following people: Welfare Mother's Organization; Gordon MacAndrew, Superintendent of Schools; William MacCallister, Vice-President of the City Council; Rev. Lundgren, a hipped Pastor of a local community church who has tremendous rapport with the local so-call teenage gangs; Quentin Smith, President of City Council, City Council at Large; three (3) settlement house Directors; Soul,Inc.; the following gangs: Kangaroos, Terrytown Rangers and Sin City Disciples; the Urban League and City Department Heads.

In the question of staff, here is where I am. I have selected four (4) persons, but don't intend to have them begin on payroll until the monies from the CEP contract are in our hands, so we won't have to go through the hang up of explaining why we can't pay people. I would like those staff persons to sit on the sessions this week and they indicated an interest in doing so. I also want you to really run a tight in-service training program with emphasis on the following: (1) pride of Blackness; (2) some short history on the movement as you did with the Black priests and; (3) some indication of the importance of leadership development training to the Community.

Some of my thoughts for the future of NAI are as follows: There is no question that the success of this week's training workshops with Model Cities Interviewers are the most important sessions we will be engged in, because we are being observed quite closely and there is some skepticism as to our validity, quality and knowledge of training. There is no question in my mind that this will be a dynimite session. There is one thing that I am not sure about as of yet, and that is the whole question of publicity regarding the Institute. I am leery of the right wing Conservative Post Tribune and its anti-administration, anti-Black reporting and this is my reason for my building a strong community foundation initially,however, I wonder if I am getting the word out regarding the existence of the Institute to all the groups and persons who we could benefit. In February, I hope to start this CEP training with a three-day out of town workshop and perhaps this would be a good time for that publicity. I would like to have your ideas regarding this.

The other thing I don't see clear, is the future of the Institute regarding funds , and I see some possibilities and I will share them with you. (1) is that the federal programs will have yearly federal monies which we could tap; (2) monies from local business and agencies whom we could provide training for, ie., U.S.S. Steel, United Fund Agencies and perhaps private businesses, and (3) would be some combination of Community funds and foundation grants. Perhaps I am thinking of something that is a long way off, but I did want to share my thinking with you.

I anxiously await the result of your thinking and to capitalize upon your great wisdom.(smile)

Sincerely,

Bob

BJ:cym

Enclosures

PS: Enclosed please find copies of resumes on each of the staff members of the NAI who have been hired.

February 28, 1969

TO: NEIGHBORHOOD ACTION INSTITUTE – BOARD MEMBERS
FROM: Bob Jackson, Director
RE: February, 1969 Status report on the Neighborhood Action Institute

February was a month of significant progress by the Institute. It was in this month that the Institute began to become known and persons began to request training. The training for the Model Cities Interviewers, which was our first project, ended in early February. The sessions went well but there were several concerns on the part of the staff. The main one was that out of twenty-five (25) interviewers, only three (3) were male. Another concern that was shared by the interviewers was what would they be doing after the survey, since they would be out of a job. The answer was quite simple---they would be out of a job. The sessions lasted for three (3) full days with 1/2 day follow-up sessions weekly for three (3) weeks. There were twenty-five (25) participants and it was amazing to see the extent to which they had been brainwashed by our system. For example, the question came up about persons lying in the interview and the trainers raised the question that if they lied about one question, how the participants felt about that person telling the truth about another and the general feeling was (if they lied about onething, they will lie about another.)

The Vistas had contacted us about a 2-day workshop with those volunteers in Gary and Hammond. The Institute provided a 2-day workshop that was quite revealing for both the trainers and the participants. The sensitivity session was quite lively and it was interesting to know some of the reactions to individual feelings, particular in regard to race. They began to question each other's position on the race question. The session was so intense with them that they wanted to continue and we did throughout the first day.By the end of the day, they began to make remarks such as "we are not in contact enough with each other", and "I didn't know that you felt that way about Negroes". They left the session with a strong desire to began to weld a team of themselves and a desire for continue training, since this was not provided by Vistas on a continued basis. I went to Vista's office in Chicago to discuss the possibilities of the Institute obtaining an in-service training contract with them for the Lake County region. I was told by Howard Pattan that Vista is in the process of remapping its training design and it was quite probable that the Institute could share in the new design once it had been completed. The Institute will follow through on that.

In an effort to effectively develop staff persons, the Institute sent the staff to a 2 1/2 day workshop for trainers in Chicago. The staff will be continually participating in such labs designed to keep trainers aware and abreast of new techniques in curriculum.

Neighborhood Action Institute – Board Members

The Institute was contacted by National Training Laboratory (NTL) about some contribution they could make to Gary through the Institute. Through one of its affiliates, the National Training Laboratory is holding a regional conference aimed at community teams in Battle Creek, Michigan, March 9 – 15, 1969 and Gary will send a team headed by the Director of the Institute. The purpose of this Lab is to give to the team of Gary, the skills necessary to stage a community lab in Gary some time this summer. The purpose of the community lab will be to foster better understanding and communication.

On March 14th through the 16th, the Institute and the staff will begin to fulfill its obligations to the CEP contract. The training will began with members of the Neighborhood Boards of CEP with an in-service workshop to be held in Beloit, Wisconsin.

Ronnie Moore, Executive Director of SEDFRE was in Gary for three (3) days, February 25, 26 and 27, and provided staff development for the institute. It was also decided at that time, to have other SEDFRE staff members to come into Gary, to work with the staff on a regular basis.

On February 24, 25 and 26, the staff provided 1/2 – day workshops with the staff of Metro Corps as a pre-view toward a contract between Metro Corps aand the Institute for further training. The Metro Corps staff was quite pleased with the sessions which provocated such responses as "I didn't know it was going to be this interesting", "this is better than those lectures", The staff desired continued training and they are working with the Metro Corps Administrative Staff to come up with the contract between them and the Institute.

March 10, 1969

TO: Marvin Rich, Executive Director
FROM: Bob Jackson, Director
RE: February, 1969 Status report on the Neighborhood Action Institute

February was a month of significant progress by the Institute. It was in this month that the Institute began to become widely known and persons began to request training. The training for the Model Cities Interviewers, which was our first project, ended in early February. The sessions went well but there were several concerns on the part of the staff, the main one being that out of twenty-five interviewers, only 3 were male. Another concern that was shared by the interviewers was what they would be doing after the survey, since they would be out of a job. The answer was quite simple - they would be out ofajob. The sessions lasted for three full days with half-day follow-up sessions weekly for three weeks. There are 25 participants.

Vista - The VISTAS had contacted us about a two-day workshop with volunteers in Gary and Hammond, The SEDFRE Institute provided a 2-day workshop that was quite revealing for both the trainers and participants. The sensitivity session was quite lively and it was intresting to know some of the reactions to individual feelings, particularly in regard to race. They questioned each other's position on the race question. The session was so intense with them that they wanted to continue and we did, throughout the first day. By the end of the day they began to make remarks such as "we are not in contact enough with each other." and "I didn't know that you felt that way about Negroes." They left the session with a strong desire to begin to weld a team of themselves and a desire to continue training, since this was not provided by Vistas on a continuous basis. I went to Vista's office in Chicago to discuss the possibility of the Institute doing in-service training with them for the Lake County region. I was told by Howard Patton that Vista is in the process of remapping its training design and it was quite possible that the Institute could share in the new design once it had been completed. The Institute will follow through on that.

In an effort to effectively develop staff persons, the Institute sent the staff to a two-and-a-half day workshop for trainers in Chicago. The staff will be continually participating in such labs designed to keep trainers aware and abreast of new techniques in curriculum.

The Institute was contacted by National Training Laboratory (NTL) about some contribution they could make to Gary through the Institute. Through one of its affiliates, the National Training Laboratory is holding a regional conference aimed at community teams in Battle Creek, Michigan, March 9-15, 1969 and Gary will send a team headed by the Director of the Institute. The purpose of this Lab is to give the team of Gary the necessary skills to stage a community lab in Gary some time this summer. The purpose of the community lab will be to foster better understanding and communication.

CEP On March 14 through the 16, the Institute and staff will begin to fulfill its obligations to the CEP (Concentrated Employment Program of the U. S. Department of Labor). The training will begin with members of the Neighborhood Boards of CEP with an in-service workshop to be held in Beloit, Wisconsin.

Ronnie Moore, Training Director of SEDFRE was in Gary for three days, February 25-27, and provided staff development for the Institute. It was also decided at the time, to have other SEDFRE staff members come to Gary to work with the staff on a regular basis.

On Feb. 24, 25 & 26, the staff provided half-day workshops with the staff of Metro Corps. They were quite pleased with the sessions, which produced such responses as "I didn't know it was going to be this interesting," "this is better than those lectures". The staff desired continued training and are working with the Metro Corp Administrative Staff to come up with further training.

To: Hugh McLaughlin
Gary Youth Commission

From: Bill Leavell × LATANZA WILLIS

Date: March 27, 1969

Subject: REPORT OF ACTIVITIES FOR MONTH OF FEBRUARY, 1969

Early February was geared around developing and planning United Youth Gary Day set for February 8, 1969. As a result of the adult supervision, the conference's activities in relationship to youth participation were very negative which inevitably destroyed the entire structure. The adult advisory committee met and decided to revamp their approach to youth organizations. The new approach would be to deal directly with each youth organization to build up their individual structures. However, this effort will take time. It is clearly evident that the adult advisory group had alienated themselves from youth.

February 17, 1969:

The Concerned Youth of Gary went on their trip to Indianapolis to the state legislature to follow their efforts with their Resolution 69-05 for Dr. Martin Luther King, Jr. Staff members ~~Latanza Willis~~ Bill Leavell and myself from Youth Commission, Bob Lee from Metro Corps and Al Griffin from Soul, Inc., accompanied these youth to Indianapolis. The entire process was an educational one for the Concerned Youth of Gary, but the results were negative in relationship to effecting change.

February 20, 1968:

Met at the United Viscounts, Inc., with representatives from various black organizations throughout the city to discuss a Soul Weekend (May 16, 17, 18, 19), which would be climaxed on the 19th, Malcolm X's birthday. It was decided that the weekend should be geared to unify the black people of Gary. Have a complete awareness program.

February	✓3	Meeting - United Youth of Gary	1010 Roosevelt
	✓6	Meeting - United Youth of Gary	1010 Roosevelt
	✓8	United Youth of Gary Day	Hotel Gary
	✓10	Coordinating Committee of Youth Serv. Agencies	C.Y.O.
	✓13	Adult Advisory to United Youth of Gary	Metro Corps
	✓16	Concerned Youth of Gary	City Hall
	✓17	State Legislature and C.Y.G.	Indianapolis
	20	Meeting on Soul Weekend	United Viscounts, Inc.
	✓23	Advisory to UYOG	1010 Roosevelt
	25	Sonny McGee, Sin City Disciples	Soul Skating Rink
	27	Jesse Bell - Re: Youth Coalition	City Hall
	✓28	Cedric Calhoun - Concerned Youth of Gary	City Hall

TO: ROBERT JACKSON, DIRECTOR
NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

FROM: FRED MINOR
NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

SUBJECT: WEEKLY REPORT ON ACTIVITIES AND
PROGRESS OF FRED MINOR
MARCH 10, 1969 THROUGH
MARCH 14, 1969

MONDAY, MARCH 10, 1969

I gave a lecture on "What to Observe in a Group". This lecture lasted for approximately one-half (1/2) hour. After giving the lecture the rest of the staff asked questions which were answered. The total time was approximately one (1) hour.

About 12:00 noon we went to lunch. After lunch, I went to the CAC area and asked some questions about the CAC in reference to its beginning and other pertinent questions to the organization. There were several young people in the area and I decided to question them as regards the goals of this program. The young people there gave me the expression that it was just another recreation center, where they played games, etc.

TUESDAY, MARCH 11, 1969

My assignment for the morning was to give a one-hour lecture on the brochure "How to Raise Money for Community Action", pages 3 through 12, but because a member of the staff did not show up to work, it was too late in the morning to go ahead and give the lecture so it was assigned for the following morning. The afternoon I spent my time in the CAC area as the day before. Later in the afternoon I called Mrs. Tomlin of the A.F.D.C. Mother's Club, but she was not in her office.

WEDNESDAY, MARCH 12, 1969

I gave the lecture origionally assigned for Tuesday on "How to Raise Money for Community Action", which lasted abour one (1) hour. The rest of the staff gave theirs also.

I went to lunch at approximately 12:15 p.m. and after lunch I went in the streets of Gary and talked with different people regarding the CAC Progarm. This was my third day and was very disheartening since I had no success.

THURSDAY, MARCH 13, 1969

The staff members and I had no assignment during the morning. We talked about the amount of success that we were having out in the field.

I talked with Mrs. Rogers of Model Cities, she had called me one day this week and I was returning her call. In talking with her, I asked if she could give me some neighborhood action groups and I also asked about the P.T.A. and she said that she was a member. She said that she would help me with any information that I might need and promised to call me.

I waited for her call, but finally had to call her myself and when I did, she was not home.

I went to lunch about 1:00 p.m. After lunch I went to School City Service and asked for the list of names and phone numbers of the P.T.A. President and the members. The secretary of the office said that she could not give that information out. She said that the over all President of the various P.T.A. worked at the Post Office. I went to the 1700 Broadway Post Office branch and asked the clerk for Mr. Pryer and was told that Mr. Pryer worked at the Main Post Office. I went there, but found that it was his day off. I returned to the office and made some phone calls. I called Mrs. Rogers back, but she had not returned.

FRIDAY, MARCH 14, 1969

The staff members and I had no assignment for the morning. We talked about the past days' work. After we made our reports, we were given things to take to CEP training sessions which were to commence at 7:30 p.m. on this day.

I went to lunch about 12:00 noon and after lunch we waited for Bob's return.

The staff and I arrived at the Diplomat Inn at approximately 3:30 p.m. at which time we had a meeting with the trainers Jerry Perlmutter and William Moore to make a design for the Concentrated Employment Program's Center Council's training sessions.

Respectfully submitted,

Fred Minor

TO: ROBERT JACKSON, DIRECTOR
NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

FROM: SYLVIA TAYLOR
NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

SUBJECT: WEEKLY PROGRESS REPORT

MARCH 10, 1969 THROUGH MARCH 14, 1969

The week began with a follow-up on an assignment to read and give a lecture on the brochure "Education for Action". The assignment was both educational and stimulating because I gained knowledge such as: how SEDFRE set up programs to meet local needs at a grass root level based on the specific requirements of the participants. Seminars and workshops involved 2,300 citizens and leaders from 120 communities throughout the country. Members of cooperatives were trained in four (4) states, SEDFRE conducted specialized seminars to instruct community political workers in techniques of fund raising, publicity and public speaking.

This brochure facilitated my awareness that SEDFRE is foremost in education.

Assignment number two was to read pages 13 to 23 in the brochure entitled "How to Raise Money for Community Action", section "Kinds of Fund Raising".

"Kinds of Fund Raising" was designed to assist the organizations in different methods that can be used in fund raising. The brochure is unique in as much as it pointed out specific issues to be taken under consideration in planning fund raising. For example, do not leave out people because they are too young or too old.

"Kinds of Fund Raising" drives are as follows: Membership Drive, benefits, The Advance Price Benefits, The Rally, Street-Corner Solicitation, Raffles, Card Parties, Bus Outings, Dinners, Luncheons, Journals, Combination Fashion Show and Dance, Fashion Show and Popular Girl Contest, Bazaars, :White Elephant", Telephone Guards, Mail Campaignes and Gfant Proposals.

Assignment number 3 was to accompany Miss Moreno to Hordens Stationary and Office Supplies Store in Chicago to purchase two easels to be used in training for the Concentrated Employment Program at the Diplomat Inn, Gary, Indiana, Friday, March 14, 1969 at 7:30 p.m. to 10:00 p.m.

I spent an afternoon on a follow-up appointment with Mrs. Ersula Howard, head teacher at Emmanuel Lutheran Church, 53rd and Harrison. This school in the Church is a special program for mentally and physically disturbed children. This school is under the Public School System of Gary, Indiana.

Mrs. Howard expressed the desire to have a meeting with Mr. Jackson and arrange a training session for faculty members.

3/11/69

Report on SEDFRE's Program in Gary, Indiana

Current Status

Bob Jackson and I met on Monday, March 9th ~~the~~ to review Ronnie's memo and to see how and where Bob's activities fit into it. At the present time, Bob does not see any special problem in maintaining a close relationship with the men in the Hatcher administration. He will meet with them and the Mayor as often as his schedule permits. However, we should recognize that this is not the same situation that either Ed Cole or Spiver Gordon face in Mississippi and Greene County. In Mississippi , Ed is there in a very well-defined role and function around the question of economic development, for Fayette. While the ~~answers~~ solutions may be extremely difficult for Ed, they are very much a part of the major problems facing Charles Evers. Whatever help SEDFRE has been able to provide, Charles has welcomed because his need bordered on desperation and the reality that resources and staff had to come from the outside. Spiver's work assignment is very similar to Ed's in terms of its focus around specific needs and the confidence of the local people in SEDFRE's capacity to assist them.

In Bob's case, we must admit that ~~our presence there is~~ the need for our presence in Gary has never been clearly demonstrated. If we were to leave tomorrow, what would that really mean to the community, to the Mayor's staff or to the Mayor himself? We must also be willing to admit that Hatcher himself has attracted men who are helping him and who are fully supportive of him without the limitations that SEDFRE must have. Jesse Belle, who now plays a background role, is Hatcher's right hand man. Carroll Harvey, whose position is very much tied in with Ford Fondation funding, is an aggressive young man on his way up. Should he remain on staff past April (the renewal funding date) he will continue to deliver for Hatcher. George Wilkes, the Administrative Assistant has excellent rapport with the community and ,no doubt , will have ~~xxx~~ Many opportunities to demonstrate his loyalty to Hatcher as the campaign days come closer.

What then is left for Bob Jackson of SEDFRE? Looking at the situation in purely political terms Bob is generally well-liked by the administrative staff and the community. ~~xxx~~ He apparently has more time available for both than any of the above mentioned persons. Does the "City Hall family" see Bob as a threat? Obviously not or he would not have received the training contracts in the CEP, Model Cities and ~~leadership~~ Youth Leadership Development Programs.

What seems ~~to me~~ to be the more important question is; do the people of Gary see Bob as being helpful to them? I strongly suspect that with the Mayor and his aides, Bob's real value will be shown when it becomes necessary to galvanize support from the various segments of the community. This is ~~what is~~ known as "political pay-off" ~~or dues~~ and we would be naive to think that Bob's utility here would be somehow overlooked or forgotten. As a matter of fact, Bob reports that even now , pictures taken at training sessions hang in City Hall. This is excellent - for public relations and image-building purposes.

I am not trying to suggest that there is anything sinister or even wrong with this approach. The concept of power politics demands that you use what you've got or rather, making the "other guy" think you've got it. In view of the fact that Hatcher is already facing known opposition in the black community, he must pull out all the stops. Even if he doesn't, his aides will. This will be difficult for Bob to stand up to, vis-a-vis the awarding of past contracts.

With respect to the rest of the community, Bob's contacts have been mainly with community people involved in federal programs. He has had little or no contact with the black middle-class or church adult groups. I believe that there will be pressures on Bob from the funded groups to clearly align himself with their interests, particularly as ~~more and more~~ federal MONEY programs get cut back. Which leads ~~me~~ into the question of Bob operating out of City Hall.

Space Requirements

Savings or no savings, I think it would be a serious mistake for Bob to further complicate his role by accepting space at City Hall. Bob is now requesting that he be allowed to drop his connection with the Neighborhood Action Institute and that he function simply as a SEDFRE staffer. With the looseness of his program and his accessibility, I ~~can~~ foresee him being pulled into administrative areas which could easily destroy his present neutrality. Furthermore, it would only be natural for Bob to be used, simply because he has become part of City Hall. Bob shares some of these concerns and I have asked him to investigate another offer of space at the Metro Corps headquarters. I am not unaware that there are also some problems in this arrangement, but I am projecting an expansion of his program ~~outside~~ beyond the limits of Gary. I ~~just~~ think a non-City Hall location will make more sense for a tax-exempt, non-profit organization member.

Office Help

Bob's patience ~~Bob's patience~~ with our confusion has been a magnificent demonstration of tolerance and self-discipline. Even with the loss of a car, a $400 rug and/an opportunity to get a larger apartment ~~a larger apartment~~ he has kept the faith. He wants to remain with SEDFRE. He is willing to accept his assignment to Gary through November 1971. He is in need of office help and has arranged with the Neighborhood Youth Corps to use one of its enrollees. Bob says that she comes highly recommended but can only be assigned to him through August of this year. At that time, he must decide to hire her or let her go. The difficulty with using N.Y.C. help is that by the time a girl gets really broken in, she is taken away or replaced by a beginner and you have to start all over again. This is not only time consuming but downright aggravating. This is the situation I had in the Newark Welfare Rights Project but at least, I had a cadre of volunteers who could help out. ~~Bob~~ does not have this additional resource.

The N.Y.C. pays ~~their~~ its enrollees $1.25 per hour and I am recommending that this girl be retained after August, provided, of course ~~that~~ she can handle Bob's work. She should clearly understand ~~that Bob will leave Gary~~ that the job will last only until November 1971. Bob should carefully evaluate her skills and the ~~salary~~ going salary scale for comparable work in other non-profit organizations in Gary. Under no circumstances should she be encouraged to expect that SEDFRE will keep her on past this date unless, for reasons which we cannot presently foresee, we remain in Gary.

Future Operations in Gary

Bob is deeply concerned about the proposed meeting between Ronnie, Carroll ~~Harvey~~, Hatcher, Jim Gibson, Carroll Harvey and himself. I think that the meeting should take place as soon as possible, with or without Jim. While he has been very helpful in the past, Jim has suggested methods of operating which are totally unrealistic for us. It is time for us to decide very clearly where and how we will work. No one can make that decision for us. Politics at best is a "hot potato" and in a city like Gary, we can't play around the edges. We're either in it with both feet - or out of it. We can't ~~have~~ have it both ways. It would be far better to have this understanding now so that we don't get accused of "finking out" later .

All that I am saying is that there really does not seem to be anything we can offer the Hatcher administration that it doesn't presently have. On the contrary, it is because of Hatcher that we have been able to broaden our field operation to the mid-west region. I would like to see us capitalize ~~on that~~ on this while we have staff there.

Bob has three basic programs going:

1. Black and white church youth - This is a semi-monthly series of meetings conducted on Sunday afternoon from 2 PM to 6:00 PM. Approximately 30-40 young people are involved in attempting to develop meaningful relationships through which some type of joint project can be ~~init~~ undertaken. This program will run from now through September. It has the backing and sponsorship of two churches. Week-end retreat sessions will be partially subsidized by the churches. Both Bob and the youth are enthusiastic about the program.

2. Training of Model Cities and Metro Corps Board Members - For reasons which are still unclear to me, this program may have already ended. We have conducted two week-end sessions. Now there seems to be a question as to whether monies are available for the third retreat session. This program is up for re-funding in June.

3. Youth Leadership Development Program - Bob is responsible for providing leadership training to 15 gang-leaders in four week-end sessions. Concurrently, the group is undergoing additional skills training focusing around an economic venture. We are not involved in this aspect. To date we have conducted one session for which we have received $1250. The next session is to be held in March with two more following in ~~May and June~~ April and in May. If this program is re-funded, this will come ~~take place in May~~ at the conclusion of the May session. However, I am not hopeful that we can do any further work. Monies have been allocated in the amount of $15,000 for the economic project itself. It is my feeling that efforts will be concentrated on program implementation. Presently, there is talk of setting up a printing operation with this money. The youth will run it and will have full responsibility for its success or failure.

In addition to the above, Bob ~~is~~ has been contacted by a group of Vista Workers and will work with a staff of three additional resource persons in a week-end session, March 13-15, designed around group-building, committment and community organization.

Summary

1. Ronnie should set up ~~the~~ a meeting with Hatcher and whoever else can make it immediately. If Hatcher's expectations are beyond our capabilities ~~xcapacities~~, we should clearly indicate this to him and ~~the reasons~~ POLITICAL Problem. We should then make a decision to l~~eave at the conclusionxofxthexYouth LeadershipxDevelopmentxProgram end of June~~. ~~I have not suggested staying until August in~~ this case if it becomes ~~apparent that Hatcher can see no~~ benef~~it to our~~ being in Gary. STAY UNDER [illegible] LINE. WE CAN LIVE WITH H. and WE CAN try to incorporate THE HATCHER

2. If the meeting proves fruitful, and ~~we can really accomplish something~~ then ~~Bob's work can~~ proceed as outlined. Goals into BOBS WORK AS OUTLINED I have discussed with him ~~thexpossibxx~~ the basic work that needs to be done on the educational seminar to be held in Indiana. He will start identifying EDUCATIONAL issues on a statewide basis. Shirley Bryant is willing to assist him with contacts in ~~Indianapolis~~ the state. Bob will set up meetings with black-elected officials in the towns with a substantial black population. I have indicated that we should hold this seminar toward the end of May.

3. ~~Whether we remain in Gary or not,~~ Bob must be brought closer to the other staff members. He is desperately in need of the kind of sharing of ideas that the rest of us enjoy. This shows up in his difficulty in ~~conceptualizing~~ conceptualizing program objectives and goals. He needs to spend 3-4 weeks

~~atxthexNewxYorkxoffice~~ working out of the New York office in a variety of programs. I will begin pulling him into more of our workshops immediately.

4. Bob must ~~begin~~ start to move outside of Gary. As he ~~beins~~ begins to contact public officials, ~~Ixhavexindicatedxtoxhimxthat~~ he should also identify and talk to community groups in East Chicago, Indianapolis, Fort Wayne, Muncie, etc. Community leaders are generally knowledgeable about what programs are going on in a given community. Contacts mean contracts.

~~5x~~

5. Finally, he will locate ~~himself~~ space in the community, use ~~the~~ an N.Y.C. clerical for the remainder of his stay, continue to maintain ties with the Hatcher administration and refer all contract~~s,xlargexandxsmallxxx~~ possibilities to the New York office.

TO: ROBERT W. JACKSON, DIRECTOR
NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

FROM: FREDERICK MINOR, TRAINER
NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

SUBJECT: WEEKLY REPORT ON ACTIVITIES AND PROGRESS OF FREDERICK MINOR

SATURDAY, MARCH 15, 1969:

Reported for work at 8:30 a.m. at the Diplomat Inn with address at U.S. 20 and Clay Street, Gary, Indiana, for the training of the Concentrated Employment Program's Center Council. The staff and I finished training at approximately 5:00 p.m. Dinner followed immediately, therefore the training schedule showed the day's program to be over at 6:00 p.m. Right after dinner the Consultants, Jerry Perlmutter and William Moore; Bob Jackson, Director of Neighborhood Action Institute and the Staff of NAI met and designed a training schedule for the following day. We finished at approximately 8:00 p.m.

SUNDAY, MARCH 16, 1969

Reported for work at 8:30 a.m. at the Diplomat Inn, Gary, Indiana for continued training of the Concentrated Employment Program's Center Council. This training lasted until 1:00 p.m. that afternoon. The staff of NAI was instructed to report to work at 2:00 p.m. at the NAI's office, 1700 Adams Street, Gary, Indiana.

MONDAY, MARCH 17, 1969

I reported to work at 2:00 p.m. and then left with the rest of the staff, to the Diplomat Inn, where the Director of NAI has reserved a room for the purpose of holding a marathon staff meeting to iron out some problems with the staff. We stayed there until Tuesday, March 18, 1969 at approximately 12:30 p.m., at which time we were dismissed and told to return the following day, Wednesday, March 19, 1969 to continue with the marathon staff meeting.

WEDNESDAY, MARCH 19, 1969

I reported for work at 1:00 p.m. at the Diplomat Inn to continue with the staff meeting. We finished at approximately 4:00 p.m. We were told to report next day at the office of NAI at 9:00 a.m.

THURSDAY, MARCH 20, 1969

Reported to work at 9:00 a.m., at which time I found out that the ADC Mothers were having a two-day session at the Gary Neighborhood House, 1700 Adams Street, Gary, Indiana. I attended the program and was asked to speak on the NAI, which I did give an introduction on the Institute and made those present aware of the Institute and its purpose. I then passed out kits to everyone present. There were members from all over Indiana. The meeting was adjourned at 4:00 p.m.

TO:

Robert Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

FROM:

Sylvia Taylor
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

SUBJECT: WEEKLY PROGRESS REPORT

March through March 20, 1969

The work day for Friday March began at the Diplomat Inn, U.S. 20 and Clay Street, Gary, Indiana in the Governors' room with Jerry Perlmutter, consultant, William Moore, consultant, Art Naparstek, Consultant, Robert Jackson, Director Neighborhood Action Institute, Sylvia Taylor, Fred Minor and Prentiss Burr, co-trainers on staff at Neighborhood Action Institute.

The purpose for meeting in the Governors' room was to draw up a design on the activities of the evening for The Concentrated Employment Program's Citizen's Board workshop. The design was finished and co-trainers were assigned to their professional trainers. The reason for this was for the trainers and the co-trainer to work together effectively in a force field analysis lab, with persons participating in the program to determine their needs and desires from their perceptions as preceived by them.

Saturday, the workshops began at 9:00 o'clock and ended at 8:00 o'clock including lunch and dinner hours together. At 8:00 o'clock, a design was made for the following day around the needs and desires of the persons participating in the program.

Sunday, the workshop began at 9:00 o'clock and ended at 1:30 o'clock. A meeting with the Neighborhood Action Director and staff and consultants, Jerry Perlmutter and William Moore.

Monday, Neighborhood Action Institute began a three-day, twnety-four hour marathon session with breaks given by the Director. I would like to describe it as a "Pet Project and Speculative Venture" a standard by which to audit your standings and your assets; see where either might be improved with a basic change.

Thursday, I began my work day with follow-up on assignments by making calls for appointments with Dr. Gordon L. McAndrew, Superintendent of Schools. I was successful in getting an appointment for Friday, March 20, 1969 at 11:00 o'clock.

I called Mr. Eddie Holland, Program Director of WMPP Radio Station, and got an appointment for 3:00 o'clock.

I spent the afternoon planning using Mr. Holland as a consultant on organizations that are known to be effective by the radio station affiliation.

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885 4316

BOB JACKSON
DIRECTOR

March 21, 1969

TO: Wallace White, Director
Concentrated Employment Program

FROM: Bob Jackson

SUBJECT: Report of Center Board workshops and future Board and staff training

The training session for neighborhood Board members began with a cloud of confusion due to the cancellation of the Beloit, Wisconsin trip. Only 17 out of 45 persons expected arrived for the first night's session. After the first night's session, there was concern on the part of the participants regarding the schedule times for the workshops. The staff of NAI in conjunction with those members present rearranged the schedule. There were several members present Friday evening who could not be present for Saturday, which left the staff with only 12 persons present for the remainder of the sessions. Those present were excited about the method used in training and the amount of knowledge which they aquired from it. Such response from the participants was "I didn't know I could learn so much from a training session and not be bored" and " I hope we will continue to have these sessions".

My only regret is that the other members of the Board were not able to take part in the sessions.

Enclosed please find a schedule of the workshops for the three (3) days held at the Diplomat Inn.

The following is the schedule for continued workshops for Center Board Members. I would like to start in April with staff training. We will have to work out when and where the workshops are to be held. In our contract, we suggested weekly sessions of one and a half hour duration (1 1/2), however, after getting a better feel of the operation, I feel it is more realistic to combine those hours to one (1), six (6) hours session per month, perhaps on Saturday. I would like your response to this.

Carmen will contact you for a time when we can get together to solidify things. I just wanted you to know that the NAI is prepared to continue with the training.

Looking forward to a continued working relationship with you and your staff.

Sincerely,

Bob Jackson, Director

BJ:cym

Enclosure

TRAINING SCHEDULE FOR CEP'S CENTER COUNCIL MEMBERS

The following is the schedule for continued workshops for Center Council members:

April 26, 1969

May 10, 1969

June 7, 1969

July 5, 1969

August 2, 1969

September 13, 1969

CONCENTRATED EMPLOYMENT
PROGRAM

FRIDAY - MARCH 14, 1969

7:30 p.m. - 7:45 p.m.	Focus - Staff Introduction (Bob)
7:45 p.m. - 7:50 p.m.	Micro Lab - Music (1) Mingle
7:50 p.m. --7:52 p.m.	Process (Bill)
7:52 p.m. - 8:12 p.m.	Fingertips - Music (Process) -(Jerry)
8:12 p.m. - 9:00 p.m.	"5 Squares" (Art, Jerry - Groups Observes)
9:00 p.m. - 10:00 p.m.	Home Groups

CONCENTRATED EMPLOYMENT PROGRAM

SATURDAY - MARCH 15, 1969

9:00 a.m - 9:30 a.m.	Coffee with rolls
9:30 a.m. - 10:00 a.m.	Jehari Window (Jerry Perlmutter)
10:00 a.m. - 12:00 noon	LUNCH
1:00 p.m. - 4:00 p.m.	NASA Exercise This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision.
4:00 p.m. - 4:30 p.m.	Fishbowl (for feedback)
4:30 p.m. - 5:00 p.m.	Participant reaction

CONCENTRATED EMPLOYMENT PROGRAM

SUNDAY - MARCH 16, 1969

COPY

9:00 a.m. - 9:30 a.m. Fantasy Trip

Jerry - introduce, clarify
Bill - Record

You have been asleep for 5 years, then wake up and all the changes that you would like to see take place have taken place within CEP. What would those changes be?

Bob - Music

9:30 a.m. - 9:45 a.m. Problem I.D.
Input

9:45 a.m. - 11:00 a.m. (staff) Neighborhood Groups
Brainstorming problems
Choosing 5 most important problems
Prioritize

11:00 a.m. Report to community
Community negotiation in fishbowl

- 1:00 p.m. Process, wrapup and evaluation

[c 3/69]

TO: BOARD MEMBERS OF THE NEIGHBORHOOD ACTION INSTITUTE
FROM: BOB JACKSON, DIRECTOR
SUBJECT: STATUS REPORT ON THE NEIGHBORHOOD ACTION INSTITUTE

The Neighborhood Action Institute was established in Gary, Indiana on November, 1968 as a non-profit incorporation to provide leadership development training to all local neighborhood groups regardless to race, religion or national origin.

During the month of November this Institute was in contact with the following persons:

1. Wallace White, Director, Gary Concentrated Employment Program;
2. William Smith & Frank Brown, Gary Metro Corps;
3. William Staehle, Jim Holland & Hank Morgan, Gary Model Cities Program;
4. Charles Brown, Gary Youth Program;
5. Mrs. Juliette Greenlaw, Chairman, Gary Welfare Mother's Organization;
6. Chairmen of the three Concentrated Employment Programs Community Advisory Councils;
7. Three Black Precinct Chairmen (I attended two of their meetings);
8. Mr. Scott, Chairman of "MARONA", a group of addicts and former addicts who have been meeting and have gotten together a proposal to establish a "Half-way House" for addicts in Gary. I have attended their meetings, which are held every Sunday at 4:00 p.m.;
9. Soul, Inc., a group of former gang members who have gotten a proposal funded and have opened a Community Hall, a Roller rink, and are repairing a theatre they have purchased to put on shows with local talent for their benefit.
10. Manpower Advisory Board, this board is made up of representatives of three (3) CEP Neighborhood Councils and persons selected by the Mayor.
11. Charles King, Executive Director to the Human Relations Commission

During the week of November 18, 1968, I met with Metro Corps and was most concerned with the Program. They had no staff working for them in the community except for four (4) staff persons engaged in referral services. After explaining my role, I was told that they would contact me when they finished their staffing pattern.

Model Cities Program and CEP were also contacted regarding training possibilities. A meeting with Julian Allen, Sylvester Goodson and Wallace White was held on November 16th and the draft contract that was drawn up by CEP was discussed. In reference to Model Cities, Jim Holland and I met and discussed possible training for the staff, and a training session for a group who would be doing a survey in the target area.

During this time I met with Jim Holland, Hank Morgan and Bill Staehle and worked out some specifics in reference to the training with Model Cities.

The week of November 25, 1968 began with a meeting with Robert Forst, Senior Coordinator of the Concentrated Employment Program, and William Carpenter, who is a local representative of the Department of Labor, regarding the Neighborhood Action Institute's training contract with CEP. The insurance requirements that were needed for the Institute were the following: Workmen Compensation Insurance; Public Liability Insurance and Personal Bond for the Director.

A meeting was held with Charles King, Executive Director to the Human Relations Commission to outline the Institute's program and to establish communication with him. I learned from Mr. King that he was to receive a $1600.00 grant from the Juvenile Delinquency Fund, to provide a kind of sensitivity training for policemen early next year. I reminded him that the Institute could be of considerable significance in this endeavor.

I also met with the Model Cities Deputy Director, Jim Holland, who informed me that Model Cities were hiring 20 interviewers to do a survey in the target area and wanted training for this group. I agreed to provide the training at $1200.00. We met later in the week to bring out particulars and a contract has been written up by this Institute. Art Naparstek, who is very interested in training and has training experience, and I will draw up a training design and conduct the workshops.

During the month of December, 1968, the N.A.I. struggled with the Directors of the various programs to sign contracts and also to being about community awareness of N.A.I.. Eighty-five per cent (85%) of the time has been spent in getting Model Cities and Metro Corps, Metro Corps and Youth Programs, Model Cities and CEP to coordinate and to communicate their activities to one another.

By this time, there has not been any particular problem for the Institute in getting established. If there was one problem initially, it was regluar communication with the Mayor, but that has been worked out.

By January, 1969, it was seen that most programs were not administratively prepared for the training. A typical example would be the Model Cities Program, which had postppned the beginning of training on three (3) occasions since the contract was signed. Training was set up for the 16th day of January, 1969.

During the week of January 6, 1969, a meeting was had with Wally White, Director of the Concentrated Employment Program, to discuss the beginning of training for CEP staff and Board.

During this month the Institute was in contact with the following: Gordon MacAndrew, Superintendent of Schools; William MacCallister, Vice-President of the City Council; Quentin Smith, Presidentof the City Council; three (3) settlement house Directors; and the following gangs: Kangaroos, Terrytown Rangers and Sin City Disciples, also the Urban League and City Department Heads.

By January 15, 1969, I had selected three (3) staff persons, but had no intentions of having them begin on payroll until the monies from the CEP contract were in our hands.

Some of my thoughts for the future of NAI are as follows: There was no question that the success of the training workshops with Model Cities Interviewers was the most important session we would be engaged in, because we would be observed quite closely. After the training sessions, the Institute passed out an evaluation sheet and the following are remarks regarding the training:

"Liked the way we learned ways to deal with public and knowing how to address ourselves to the public, etc."

"The main strength was your ability to make us feel assure of ourselves".

"Every member that was in training regardless of how he or she put his thoughts into conversation, his conversation and thoughts were analyzed to show that he was trying to say something that was worthy or constructive".

"I enlightened me on some of the plans being made to improve the City. I gained an insight on how to interview the people to accept refusal of admittance and continue with the survey. Remember what the objective was---never give up."

"After being a student of Mr. Jackson, his very strong points were understanding, trust, and coming right out being sure enough folk."

"Everyone that I have talked with, said that Mr. Jackson broke everything down to a tea, and from the little time I was here, it was very good, and well explained."

"Where everyone had their own ideas about things, and each issue that was brought out, the people debated strongly on it."

"I feel that we could have been briefed more on the Model Cities structure."

"I think you brought out a lot of the problems we would run into and to certain extent I think you over exagerated some of the conditions we would undergo, but I think the training was excellent. I think you brought out a lot of the problems we would run into. But I also think it was exagerated too, but because of this exageration, I feel more apt to cope with a problem whenever it may come."

"I was not given complete details on the functions of Model Cities, this placed me at a slight disadvantaged."

TO: ROBERT JACKSON, DIRECTOR
NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

FROM: SYLVIA TAYLOR
NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

SUBJECT: WEEKLY PROGRESS REPORT

MARCH 21 THROUGH MARCH 30, 1969

My week began in a conference with one of the areas exciting personalities in radio, Mr. Eddie Halland, WMPP Radio Station's Program Director. Mr. Halland has lived in Gary for many years and knows its people and organizations. He was instrumental in bringing me up to date on activities, the problems and why the citizens are living under the same city government, but it had effected them different ways. He told me of out of town people who came from cities like Chicago to help combat segregation and fare share. Some of the out of town people remained while others returned to their homes. Mr. Halland extended his services as well as Seaway Broadcasting's Services to Neighborhood Action Institute.

I was impressed with Dr. McAndrew's concern of the Neighborhood Action Institute's commitment to Gary & its training program designed to develop the skills of paraprofessionals. Dr. McAndrew's eye brows went up when I spoke of "leadership training and organizational leadership training". He spoke of training for teachers' aides. One of his statements was that he had to talk further with St. Joseph College to find out their commitment if any, was made to School City in Gary.

Dr. McAndrew is as he says, "committed to excellence", with a built in marvelously worm and outgoing personality -- "a leader".

Dr. McAndrew referred me to Mr. Joseph Chapman, Coordinator Parent Education, a part of the Developmental Program funded by the Federal Government. Mr. Chapman has lived in Gary for 23 years and shared with me his wealth of knowledge of past and present experiences of Gary and its citizens. He referred me to Mrs. Uera Hemingway of the First Grade Instructional Improvement Program. The major objective of this project is to advance the learning potential achievements and self-concept of pupils in grade one (1). This within its self can say that I could not communicate with Mrs. Hemingway on the problems of teacher vs teachers' aides in the classroom. I learned much from her, but irrelevent to what my goal was. She extended me another appointment and I accepted. My follow-up work on this matter will be with Dr. Carrie Dowson, Director of Developmental Educational Programs and Mrs. Immogene Jones, Supervisor of Curriculum.

I had several conferences with Mrs. Aggenora McDaniels. She was the spokesman for her organization, "Widows, Inc.", whose objective is to organize in the State of Indiana and later on extend itself to all 50 states. This would be an organization to amend Admendments and create new laws sufficient to serve the present need of widowers. I will work with her and her group as a consultant from Neighborhood Action Institute to bring about organizational training.

Community Organization is a group of Citizens attempting to organize with the essential parts of an organization and goals are clearly defined and agreed upon. Sitting, listening to heated arguments over mass segregation, abuse, unfair housing, unfair practices in employment, in-slaved by the system brought about a new awareness to me. I am going to follow up on this organization's development at every meeting. I have stated to the present leaders the Neighborhood Actions role in organizational training. They have accepted this and will plan for training within a month. Mr. Charles Ross and Mr. Reeves are at present in charge of meetings.

Symposium and workshops for residents conducted by the Indiana Model City Agency, Friday, March 28, 1969, Hotel Gary 9:00 a.m. to 5:00 p.m. : The general session began with Mr. Eddie Gray presiding, opeining remarks were by Mr. James Thomas President, "Citizens " Participation, dealing with what the citizens were aware of in reference to their role in the community.

After a break at 10:20, the participants broke up in to discussion groups of three. Leaders of the groups were as follows: Harry Avintone, Joyce Whitley, Carol Chesson and Paul Cobb.

I was in the group led by Joyce Whitley, a woman who has excelled in the field of consultant. She is a soft talking, well dressed and personable pesson. The order of the meeting was criticized, the Model Cities staff, the citizens' organization unions and Glen Park white folks were criticized. One might say and one woman did say "airing out your under garments" and "others may say out with the gut". Again, that was a meeting where the system was criticized by both Black and White. The need for change was expressed. The need for separation was expressed. The need for organization was expressed. The Staff expressed the need for organization and participation in planning from the Community in the area the Program is designedfor and participation from outside the area citizens.

The session closed with feedback and White people begging not to be left out of the planning program

A most elegant hour of the symposium was the lunch hour where a message from the Honorable Richard G. Hatcher, Mayor of the City of Gary was given by him. in present.

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

SUBJECT: Weekly Report - March 28 - April 2, 1969

FRIDAY, MARCH 28, 1969

Reprted for work at 8:15 a.m. to work on my weekly report. We had a staff meeting to discuss what success we have had in reference to our projects.

I went to lunch at 12:00 noon and reported back to theoffice at 1:30 p.m. I contacted Mrs. Tomlin of the A.F.D.C. Mothers' Organization and asked what success the group had on the Sears negotiation. We also talked about some training for her group and of the meeting with Mrs. Alsont of the East Chicago Welfare Mothers. Mrs. Tomlin wants training on "How to Raise Money." I went home to change clothes to go to the meeting with Mrs. Alston, but I got sick and could not attend.

MONDAY, MARCH 31, 1969

Reported for work at 7:30 a.m. to again, work on my weekly report. The staff and I did not know if the house was going to close or not because of General Ike's funeral.

I left the office at 12:00 noon to drive to Chicago to pick Bob up at the airport.

Bob and I got back at 4:00 p.m. and we talked to some extent about what we had done the week that he was gone. We left at approximately 5:00 p.m.

TUESDAY, APRIL 1, 1969

Reported for work at 9:00 a.m. and the staff and myself talked about what progress we had made in contacting different groups. Bob gave me an assignment to bring in a design for the Welfare Mothers' training session.

We broke for lunch at 12:00 noon. After lunch, I came back to the office about 12:30 p.m. I left the office about 12:35 p.m., for an appointment that I had with Mr. Banks of the C.A.C. What I didn't know was that he called about 1:00 p.m. to say that he would not be in his office. So I went to 1949 Broadway to the A.F.D.C. Mothers' Club. Mrs. Tomlin was not in at this time. I didn't feel so good so I went home to lie down about 3:30 p.m.

WEDNESDAY, APRIL 2, 1969

Reported for work at 9:00 a.m. and the staff and I worked on the design that I was assigned to do.

The staff and I went to lunch about 12:00 noon and reported back at 1;00 p.m. and worked on the designs the rest of the day. Bab gave me the assignment to bring in a list of the materials thatwould be needed for the session with the A.F.D.C. Mothers.

I called Mr. Banks at 2:00 to arrange another appointment for training, but he was not in his office.

Respectfully submitted,

Fred Minor

Fred Minor

FM:cym

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

March 25, 1969

TO: Board Members of the Neighborhood Action Institute

FROM: Bob Jackson, Director

SUBJECT: NAI's monthly report - March, 1969

The Neighborhood Action Institute was quite busy during the month of March, 1969. The Director, Bob Jackson, attended a National Training Laboratory in Battle Creek, Michigan, during the week of March 9th through 15th. During his absence, the NAI staff was contacting various persons, groups and organizations in the Community in order for the NAI to become known and with the objective of trying to get the various groups and organizations to make use of the NAI's training resources in the event that said groups and organizations were in need and desired training. Attached is a copy of a report that each member of the staff will be presenting to the Board.

The staff was also preparing for the training workshops with CEP's Center Council, origionally planned for Beloit, Wisconsin, but cancelled at the last moment and held at the Diplomat Inn at U.S. 20 and Clay Street, Gary, Indiana on March 14, 15 and 16, 1969.

Since the workshops were scheduled to begin on Friday, March 14, 1969 at 7:30 p.m., the Director, therefore, had to leave Battle Creek, Michigan before that Conference was over and return to Gary to start the training sessions on schedule. There were three (3) consultants scheduled to work with the NAI, Jerry Perlmutter, William Moore and Art Naparstek. Art Naparstek, later dropped out because of the low number of Center Council members who attended the sessions. The NAI staff worked along with the above trainers and co-trainers.

The training session for the Center Council members began with a cloud of confusion, due to the cancellation of the Beloit, Wisconsin trip. Seventeen persons out of 45 expected, arrived for the first night's session. The first night's was mostly aimed at trying to get the participants to relax and get to know one another.

On Saturday, March 14th, there were 12 persons present and those present were excited about the method used in training and the amount of knowledge which they aquired from such training. Such response from the participants was "I didn't know I could learn so much from a training session and not be bored" and "I hope we will continue to have these sessions".

On Sunday morning, March 16th, one of the projects was "Brainstorming problems"--the participants were divided into two groups and each group was given a time limit in which they were to list as many problems they felt there existed between CEP and themselves. After the time limit was over, they were given another time limit in which they had to select five (5) problems they felt were most important, out of the total they had listed. The groups were then combined and out of the ten (10) problems, they got together and selected five (5) main problems. Attached is a list of the problems that were listed by the different groups and then the combined list.

The NAI will continue to have training workshops with the Center Council and the purpose for the list of problems as brought out to the participants is to bring them to the attention of the Concentrated Employment Program in order to work them out, thereby, aiding both the Program and the Center Council to understand their roles and responsibilities towards each other.

After the training was over there was a staff meeting and it was decided by the Director that the staff would have a marathon staff meeting starting Monday March 17, 1969 at 2:00 p.m. A room was reserved at the Diplomat Inn in order that the staff would not be interrupted by phone calls, etc. This marathon was for the purpose of ironing out any personality conflicts that might exist between the staff members. It lasted until Tuesday, March 19 at 12:30 p.m., when we adjourned and returned again the following day at 1:00 p.m. til 4:00 p.m.

The Director then made arrangements for his trip to New York and Washington, D. C. His purpose for the New York trip was to talk with SEDFRE about the NAI's future in Gary and to try and obtain additional expense money for the NAI.

His trip to Washington, D. C. was aimed at getting together with NTL and making plans for a follow-up lab in Gary as the results of the Battle Creek, Michigan Conference.

GROUP I

1. Need for less favortism in job applications and a more adequate utilization of police records during job applications, also more adequate job placement for women

2. CEP Program needs to be extended to cover more area in Gary, and a need for understanding on part of Board Members on funding procedure

3. Lack of information on part of CEP Board Members:
    a. By-Laws and Guide Lines
    b. Not notified in time for meetings
    c. Not notified that meetings will be held
    d. Written order necessary
    e. Get reports from Center Directors (Written)

4. Brochures and information pieces must be written in Spanish and in English and more aid to Latin-American youth given

5. More effective recruitment and adequate maintenance of member interest

--------Secondary ----------

6. More co-operation between news media and CEP Program

GROUP II

1. Female Employment (no jobs available - workers)
2. Poverty Guide Lines set too low (Raised)
3. MDTA - (increased allowance)
4. Plan better and carry plans out
5. Take all steps to get Board members and staff involved in CEP activities
6. Pay Board members for services to CEP
7. 738 Broadway should communicate with the Centers as quickly and completely as possible
8. More participation from Center Council Board members.
9. Not enough light industry in Gary
10. Job placement for high school seniors
11. Board members don't have a clear understanding of CEP
12. Election of Board members done too quickly
13. Training program should be geared more for the job market
14. Help in understanding orientation kits for Board Members

COMBINED LIST

1. Lack of understanding and information on the part of Board Members:
    a. By-Laws and Guide Lines
    b. Lack of notification of meeting times
    c. Lack of notification of meetings called
    d. Written orders necessary
    e. Need for written reports from Center Directors
    f. Plan and carry out plans better
    g. Brochures and informative pieces must be written in both Spanish and English

2. More effective recruitment and adequate maintenance of Board members interest

3. Training programs should be geared more for the job market with a heavy emphasis on placement of high scholl seniors

4. Need for less favortism in job applications and more adequate use of police records during job applications, also equal job placement of women

5. More co-operation by Boards and news media through use of tours of CEP Centers,etc.

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

April 1, 1969

FROM: BOB JACKSON

SUBJECT: Report of meeting with Don Klein, Curt Mial and Bob Luck, National Training Laboratory Institute for Applied Behavioral Science

I met with Don, Curt and Bob on March 27th at 11:30 a.m. in the NTL Office in Washington, D. C. The following was discussed:

1. Follow-up sessions for the Gary team with some members of the Battle Creek Training staff. Objective --these sessions are to be two fold in purpose.

   A. To maintain group unity
   B. To plan for Gary Community Lab

2. Money for trainer who would be working with the Gary team.

3. Money for the Community Lab.

4. Type of Community Lab: Black and Latin groups; intergrated groups; grass-roots groups; Community leaders; three (3) day lab or one (1) day lab.

5. The follow-up to the Community Lab.

6. NTL's "MACRO" proposal.

Curt and Don felt it is possible for NTL to pick up the tab for the trainer to work with the Gary team during the planning sessions, however; since there had not been a meeting of the team, I could not fully outline specific needs. Those staff persons I named to work with the team were Chuck Hamilton, Jerry Spiegel, Frank Kirk and Orian Worden. The selection of these persons will depend upon the type of lab we will conduct.

On Monday, April 14th, we will have a meeting of the Gary team which will serve as "planner-participants" for the lab. I feel that this team should decide the issues that will set the tone for the Community Lab. After this meeting, I will give the team's decisions to NTL to work out the role they will play henceforth.

I read the NTL's "MACRO" proposal and found it interesting. It is entitled Comprehensive Community Development Training Proposal and they are in the process of obtaining funding for it. The proposal is a five (5) year plan to gain comprehensive community development. I have great difficulties in envisioning how the plan will really make an impact.

Three (3) to nine (9) national training locations are proposed for "experimentation in community training".

The plan stresses the essential ingredient of intergration with existing community programs, but does not outline how this will be achieved.

The proposal states that NTL Institute has a network of "behavioral scientists" who have "interest and competency in community affairs". The network is expected to assist in the development of the community locations.

Being aware that the NTL network is a "White" network, I maintain that they are incompetent to deal with the "Black" Community.

Case in point is where the proposal justifies its proposed entrance into Gary. The proposal states as follows:

> "Gary, Indiana represents an opportunity to work through a university urban affairs institute that is closely linked in with the new City Administration of one of the two cities in the U.S. that elected a Black mayor in last November's elections."

Being familiar with the City, I am aware that the university urban affairs institute has a staff member working in the Mayor's Office on a grant to do a study of the Administrative Departments, but the University (Purdue) nor its urban affairs institute have any connection with or relevance to the Black Community of Gary.

The proposal does have two (2) very relevent and significant components. The development of new trainers with "a strong focus on Black Trainers" is vital in this entire thrust toward community development. I think that this is an area in which the NTL Institute can make substantial impact.

The other area is the field of research. The proposal intends to maintain constant documentation of the training location's successes and failures, to be distributed to other locations. There is no question that this is an area where we all fall short.

Bob

April 3, 1969

TO: NEIGHBORHOOD ACTION INSTITUTE'S BOARD MEMBERS

FROM: FREDERICK MINOR

SUBJECT: PROGRESS REPORT

This has been a very busy month for the Staff and myself. We were assigned various tasks to do. My task was to identify the community action groups of Gary and the Welfare Mothers Club.

I made some contactwith Mr. Banks of the C.A.C. letting him know that the NAI was here and also that training was available forhis organization. He set up an appointment for April 1st to discuss the possibilities of some type of training.

I've had a lot of success with the A.F.D.C. Mother's Club of Gary. In fact, I have set up a training session with Mrs. Tomlin, who is the President of this Club. This training is to began April 16 and 17 on "How to Raise Money"

I have attended a number of meetings with community action groups, letting these groups know that the NAI is here and that training is available. Some of these groups are: Campbell Friendship House, National Welfare Rights Organization and East Chicago Welfare Mothers.

I attended a session which lasted two days, with the Welfare Mothers from the State of Indiana, which was held at the Gary Neighborhood House. Some of the Mothers were surprized that this training was available and wanted to know if they could receive some of it.

Next month I will be contacting more community groups and making the NAI become known throughout the City of Gary .

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

SUBJECT: Weekly Report - April 14 - 17, 1969

MONDAY, APRIL 14, 1969

Reported for work at 1:00 p.m. and we had a staff meeting. This staff meeting was over at 4:45 p.m. at which time we left the office for home.

TUESDAY, APRIL 15, 1969

Reported for work at 9:00 a.m. at which time Bob introduced the new staff member and talked over tomorrow's training session with the Welfare Mothers.

The staff and I went to lunch and returned at 1:00 p.m.

The rest of the day was spent getting the new staff member adjusted to the Institute and its functions.

WEDNESDAY, APRIL 16, 1969

Reported for work at 8:00 a.m. to prepare for the Welfare Mothers' session. The Mothers arrived at approximately 9:30 a.m. and we started the session.

Went to lunch with the staff and reported back at 1:00 p.m. to continue the training.

The session was over at 4:00 p.m. The staff and I went to Tan's house at 9:30 p.m. to complete the design for the morning's session. Completed the design at approximately 2:00 a.m.

THURSDAY, APRIL 17, 1969

The staff reported for work at 8:00 a.m. this date. The session with the Welfare Mothers started at approximately 9:30 a.m.

We went to lunch at 12:00 noon and came back at 1:00 p.m. to continue the session.

Weekly Report - April 14-17, 1969 continued

The session was over at 4:00 p.m. and the mothers said that they would like for the Institute to attend their weekly meetings for a follow-up training session.

Bob and I went to Tan's house to complete the design for Friday's session with the Welfare Mothers.

Respectfully submitted,

Fred Minor

Fred Minor

FM:cym

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

April 16, 1969

TO:

FROM: Bob Jackson, Director

SUBJECT: Report on training of Coordination Committee for Youth Serving Agencies

LOCATION:

The training session for the Coordination Committee for Youth Serving Agencies of Gary, Indiana was held at Camp Lawrence at Valparaiso, Indiana. Camp Lawrence is located approximately 20 miles from the City of Gary on Lake Moss. The Lake and the Camp are situated picturesquely between the rolling hills of Northern Indiana. The training sessions were held on April 11, 12 and 13th.

There was a total of 25 persons who participated. Some were representatives from the various youth serving agencies and some youths chosen by these agencies. Included in this number were two (2) nuns, a priest, eight (8) youths and some articulate "Black" young adults. The racial make-up was eight (8) Whites, two (2) Puerto Ricans, two (2) Mexicans and thirteen (13) Blacks. The age groups was from 16 to 50.

The agencies represented were Gary Aldering Settlement House, Gary Neighborhood House, Mayor's Youth Commission, Metro Corps of Gary (City CAP Agency), The Mayor's Youth Program Office, Neighborhood Youth Corps, CYO, and members of some youth gangs.

OBJECTIVE OF TRAINING:

The Neighborhood Action Institute of SEDFRE was called on to provide sensitivity training to enable the White oriented agencies to deal with more relevance towards the needs of the Black youths of Gary.

On the first evening, there were many interpersonal reactions and the sensitivity group went from 7:00 p.m. to 1:30 a.m. Many of the out spoken Black young adults began to confront, sometimes threateningly, the representatives of the White oriented organizations. Many Whites expressed ignorance of the attitudes in the Black Community. This was evident in one of the sessions when one of the White representatives stated, "I never realized that the same hostile Black young people who speak of violence could also speak with such compassion and love".

The sessions dealt with building trust within the groups, bringing about personal interaction and dealing with the lack of Black awareness on the part of the White agencies. Most of the Black young adults present, challanged the priest and nuns regarding the role of the Church. Black people present felt that the role of the Church was that of a pacifier rather than a facilitater in the struggle for racial equality and accused the Clergy of accomodating the system which is oppressing them.

TRAINERS:

In addition to the staff of the Neighbor hood Action Institute of SEDFRE, Spiver Gordon, a SEDFRE staff associate located in Tallahassee, Florida, was brought to Gary to assist with the training. The staff met in nightly sessions, following the sessions with the participants, to develop the following day's schedule and discuss any problems incurred during the day. The trainers facilitated the discussions by presenting the opposing views which enabled those present who were less "militant" to make valuable contributions to the discussions.

EVALUATION:

The training program succeeded in its primary objective of exposing Black and White participants to each others' views. It was felt by those present that many more agencies' representatives should have been present for the experience. The sessions were effective in allowing the participants to deal in depth with the racial problems people were desirous of tackling.

The sessions were less effective in dealing with many of the ideas and feelings of the youths present. (See copies of attached evaluation forms). This was due partially because of the small number of youths present and partially because of a lack of support from adults in obtaining the views of the youth.

This session should be seen as a beginning and that many sessions of this kind should follow to begin to deal with the issue of racial polarization which is so prevalent in the City of Gary.

Report sent to:

Hon. Richard Gordon Hatcher, Mayor City of Gary
Charles Brown - Youth Program
Jessie Bell - Administrative Assistant to the Mayor
Marvin Rich - SEDFRE
Shirley Lacy - SEDFRE
Art Naparstek - City Hall

EVALUATION OF TRAINING

1. WAS THE TRAINING DIRECTED TOWARD YOUR NEEDS? (CIRCLE ONE)

   POOR — EXCELLENT
   1 2 3 4 5 [✓ 6] 7 8 9 10

2. DO YOU FEEL YOUR THOUGHTS WERE HEARD? (CIRCLE ONE)

   POOR — EXCELLENT
   1 2 3 4 5 6 7 [✓ 8] 9 10

3. DO YOU FEEL THAT YOU HEARD OTHERS? (CIRCLE ONE)

   POOR — EXCELLENT
   1 2 3 4 5 6 7 [✓ 8] 9 10

4. DO YOU FEEL THE TRAINERS WERE EFFECTIVE? (CIRCLE ONE)

   POOR — EXCELLENT
   1 2 3 4 5 [✓ 6 7] 8 9 10

REMARKS:

More of these needed
Cause children haven't been able to
join into grown folks conversations

EVALUATION OF TRAINING

1. WAS THE TRAINING DIRECTED TOWARD YOUR NEEDS? (CIRCLE ONE)

POOR [✓ EXCELLENT]
1 2 3 4 5 6 7 8 9 [✓ 10]

2. DO YOU FEEL YOUR THOUGHTS WERE HEARD? (CIRCLE ONE)

POOR [✓ EXCELLENT]
1 2 3 4 5 6 7 8 9 [✓ 10]

3. DO YOU FEEL THAT YOU HEARD OTHERS? (CIRCLE ONE)

[✓ POOR] EXCELLENT
[✓ 1 2] 3 4 5 6 7 8 9 10

4. DO YOU FEEL THE TRAINERS WERE EFFECTIVE? (CIRCLE ONE)

POOR [✓ EXCELLENT]
1 2 3 4 5 6 7 8 9 [✓ 10]

REMARKS: I feel that the training wasn't directed
toward the needs of the youth as
they did with the adults.

Michael

EVALUATION OF TRAINING

1. WAS THE TRAINING DIRECTED TOWARD YOUR NEEDS? (CIRCLE ONE)

POOR [✓ EXCELLENT]
1 2 3 4 5 6 7 8 9 [✓ 10]

2. DO YOU FEEL YOUR THOUGHTS WERE HEARD? (CIRCLE ONE)

POOR [✓ EXCELLENT]
1 2 3 4 5 6 7 8 9 [✓ 10]

3. DO YOU FEEL THAT YOU HEARD OTHERS? (CIRCLE ONE)

POOR [✓ EXCELLENT]
1 2 3 4 5 6 7 8 9 10

4. DO YOU FEEL THE TRAINERS WERE EFFECTIVE? (CIRCLE ONE)

POOR [✓ EXCELLENT]
1 2 3 4 5 6 7 8 9 [✓ 10]

REMARKS:

I Love All of you old folks

Youth Power

Brouther
and
Sister

COPY

April 29, 1969

TO: Wallace White, Henry C. Casanave, Jr., Benjamin Luna
Robert W. Howard

FROM: Bob Jackson, Director
Neighborhood Action Institute of SEDFRE

The following is a report of the training workshops for Center Council members of the Concentrated Employment Program held on Saturday, April 26th at Center "B", 11th Avenue and Jackson Street in Gary.

The session began at 3:20 p.m. with eight (8) persons present, three (3) others arrived later. This was a small percentage of the 45 Council Members expected. The breakdown was as follows:

Center A - 2
Center B - 3
Center C - 6
11 - Total persons present

There is no question that a lot of work needs to be devoted to contact and communication with the Center Council members. To assist the CEP Center staff in this endeavor, I have assigned each staff member of NAI as an "AA" (Administrative Assistant) to work with the Chairmen of each Council and the Director of each Center to build a "bridge" of communication and collaboration. In addition, the staff members of NAI are to work with other members of the respective Councils.

This should not be seen as replacement to CEP staff working with the Councils, but rather as an addition to the staff in our efforts to make the Center Councils an effective instrument of community involvement for social change.

The Council members who were present Saturday decided that Saturdays at 3:00 p.m. was a good time to hold the workshops and that we would rotate the meetings at the three (3) Centers. They also stated that if it is found later that Saturday is a bad day, they would change to a day during the week.

The NAI looks forward to intergrating the staff training with A.C. Nellum and Associates. It was agreed with Hank Casanave, Bob Howard and Bob Shackford that the NAI will provide the sensitivity training in co-operation with Nellum and Associates, who will provide staff development and technical assistance. NAI anxiously awaits word from Nellum and Associates to commence the training of CEP's staff personnel.

Enclosed are the schedules for the training of CEP staff and Council members also the training design for Saturday, April 26th.

COPY

Sincerely,

Bob Jackson,
Director

BJ:cym

CEP'S CENTER COUNCIL'S TRAINING WORKSHOP

DATE: APRIL 26, 1969

PLACE:
Concentrated Employment Program
Center B
601-605 W. 11th Avenue
Gary, Indiana 46407

NO. OF PARTICIPANTS:
45 - expected
11 - present

TRAINERS:
Bob Jackson
Fred Minor
Latanza Willis
Hector Lopez

CONDUCTED BY:
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

COPY

CONCENTRATED EMPLOYMENT PROGRAM

TRAINING SCHEDULE FOR STAFF

Monday,	May 5, 1969
Wednesday,	" 14,1969
Monday,	" 19,1969
Saturday,	" 24,1969
Wednesday	" 28, 1969
Monday,	June 2, 1969
Wednesday,	" 11, 1969
Monday,	" 16, 1969
Saturday,	" 21, 1969
Wednesday,	" 25, 1969
Monday ,	" 30, 1969
Wednesday,	July 9, 1969
Monday,	" 14, 1969
Saturday,	" 19, 1969
Wednesday,	" 23, 1969
Monday,	" 28, 1969
Wednesday,	August 6, 1969
Monday,	" 11, 1969
Wednesday	" 20, 1969
Monday,	" 25, 1969
Wednesday,	September 3, 1969
Monday,	" 8, 1969
Saturday,	" 13, 1969

COPY

CONCENTRATED EMPLOYMENT PROGRAM

TRAINING SCHEDULE FOR CENTER COUNCILS

COPY

April 26, 1969
May 17, 1969
May 31, 1969
June 14, 1969
June 28, 1969
July 12, 1969
July 26, 1969
August 9, 1969
August 23, 1969
September 13, 1969
September 27, 1969
October 11, 1969

April 30, 1969

TO: Board Members of the Neighborhood Action Institute

FROM: Bob Jackson, Director

SUBJECT: Neighborhood Action Institute's monthly report - April, 1969

The month of April saw two (2) staff changes within the NAI. Hector Lopez replaced Mike Burr and Sylvia Taylor was replaced by Latanza Willis. The morale, cooperation and effectiveness of the staff has been tremendously enhanced with the addition of these two staff members since they have been with NAI.

With the addition of these two (2) staff members, NAI has been "discussed" by more neighborhood groups in this City and has been approached for training by several of these organizations. It is hoped now that most of the difficulties of the staff have been corrected and NAI will be moving forth in its objective in training grass-root organizations.

The first step in this direction occurred on April 16 and 17th, when a 2-day training workshop was held with the Gary A.F.D.C. Mothers. These mothers had origionally requested training on how to raise money, however, when only 10 out of 25 mothers expected participated, it allowed the staff to begin to deal with some interpersonal issued within the organization. In dealing with these issued, it became apparent that there was a great deal of internal conflicts within the organization and the mothers began to see the need to deal with this before training in any other area. This was followed up with an evening session on Friday, April 25th. The NAI will continue with the A.F.D.C. Mothers organization.

On April 11, 12 and 13, the Institute held a week-end seminar in sensitivity training for the Coordinating Committee for Youth Serving Agencies of Gary to assist its agency representatives in an understanding of the attitudes of Black youths of Gary, whom they hoped to serve. This training session was held at Valparaiso, Indiana at Camp Lawrence.

On April 21 and 22nd, Shirley Lacy, Director of Training for SEDFRE, was in Gary to ehelp in staff Development and to review a training proposal which NAI is developing in conjunction with Model Cities and Metro Corps. Enclosed is the letter of concurrence from the Chairman of the Board of NAI to OEO stating NAI's willingness to become involved with this training program. The training program's objective is to strengthen the role of citizen participation within the Model Cities target area. The funds for this program are to be received through OEO.

At present the staff of the Institute is busy in developing a 1/2 yearly report to be submitted to the Board ofor discussion at its next meeting and to SEDFRE for developing a funding proposal for NAI.

On May 6 through 8, the staff of NAI will begin a 3-day session of community sensitivity for 25 CEP outreach workers. It was agreed with AL. Nellum and Associates, a consultant firm who will be providing technical assistance and staff development to the staff of CEP Program. NAI will provide the sensitivity portion of staff development and A.L. Nellum and Associates will provide the technical assistance aspects.

On May 15th the Director will make a report to the Board of SEDFRE on progress and problems of the NAI.

On the 26th day of April, the second workshop for CEP Center Council members was held and the turnout was unfortunately poor. Enclosed is the report on this workshop.

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Weekly report - May 9 - 15, 1969

Friday, May 9, 1969

The NAI staff was off, but Bob Jackson and myself went to Fort Wayne, Indiana to meet with the WRO Mothers of Fort Wayne. This meeting was to set up some time for training to be conducted at their State-wide Conference which will be held in June 12th and 13th.

That evening when we returned to Gary, I attended a meeting with the A.F.D.C. Mothers of Gary and I gave them a report on what had been accomplished in Fort Wayne.

Saturday, May 10, 1969

At the Public Library on 220 W. 5th Avenue, the NAI Staff conducted a training workshop with the Youth Forum of Gary. There were nine (9) participants present. This training lasted from 10:00 a.m. until 12:00 noon. The participants were quite stimulated by our training techniques.

Monday, May 12, 1969

The NAI staff was officially off. I attended a meeting of the CCYSA at 11th and Massachusetts Street. A report of this meeting has been submitted.

Tuesday, May 13, 1969

Reported for work at 9:00 a.m. Met with the staff and discussed details of Friday's activities in Fort Wayne and also the training session with the Gary Youth Forum which was held Saturday, May 10th.

Lunch at 12:00 noon til 1:00 p.m. Left the office at 1:30 p.m. to contact some of the Center Council members.

At 7:30 p.m. met with Father Lazar and some of the adult staff members at the Aldering House on 1385 Van Buren, Gary. This meeting was to discuss some objectives they would like to see come out of the training. This meeting was over at approximately 10:00 p.m.

Weekly report - May 9 - 15 continued

Wednesday, May 14, 1969

Reported for work at 9:00 a.m. Discussed with Hector some of the topics that had transpired in the meeting with Father Lazar the evening before.

Went to lunch at 12:00 noon to 1:00 p.m. Right after lunch, I went to see Mr. Hardaway with Tan and discussed a possible meeting with him and his Center Council members and to inform him of the training session with the Council members that coming Saturday.

Went to a strategy meeting at 6:00 p.m. This meeting was held at the Neighborhood House. This meeting was to discuss what things we were going to do Saturday at the Gary Armory in protest to Governor Whitcomb's repeal of the increase in welfare payments to welfare recipients.

Thursday, May 15, 1969

Reported for work at 9:00 a.m., the NAI staff and I discussed what we were going to do in the training session with the Gary Youth Forum the following day, Friday. We worked on a training design.

Went to lunch at 12:00 noon and returned at 1:00 p.m. at which time the staff and I met with Jean Thurman and she asked if we could make some posters for the demonstration Saturday at the Gary Armory. The staff and I made posters until 5:00 p.m. along with some A.F.D.C. mothers in the Social Room of the Gary Neighborhood House.

At 7:30 p.m., Hector and I went to a meeting at Center "A". There weren't enough members to hold a meeting, so it was adjourned at 9:00 p.m.

Respectfully submitted,

Fred Minor

Fred Minor

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly report - May 12, 17, 1969

Monday 12, 1969

I attended the C.C.Y.S.A. meeting which was held at Metro Corps. My main objective and concern was to find why there weren't many youth invovled in the C.C.Y.S.A. training session which was held at Camp Lawrence.

There was a general agreement as to why there weren't many youth involved. Speaking from the adult point of view, they felt completely unequipped at the training session. They didn't know what to expect themselves.

Fred and I have written a detailed report on the meeting which has already been submitted.

Tuesday, May 13, 1969

On May 13, 1969, a meeting was held at the Aldering House which involved the adult staff of the Aldering House. The main concern was to find out their commitment for a three day training session to be held and to be conducted by NAI.

Fred and I gave background information on SEDFRE and NAI and a discussion followed.

The adult staff felt the traditional workshop would be more beneficial than our experimental workshop.

With the assistance of Father Lazar and the Sisters, we were able to establish some degree of commitment. Further information on this meeting has been written in a detailed report and submitted to the Director.

Wednesday, May 14, 1969

I met with Mr. Hardaway, who is the Chairman of Center Council "B". Mr. Hardaway was still upset from the Gill incident which took place in his tavern.

He felt that it would be impossible for him to attend the training session Saturday, May 17, 1969.

This was one of the reasons why he hadn't contacted the Council members.

Mr. Hardaway expressed a great deal of concern for getting the Council members together, but felt he needed a couple of weeks to recuperate from the incident.

Wednesday evening, a meeting was held at the Neighborhood House to plan for the protest Saturday, May 17, 1969. Many organizations and institutions were represented at the meeting. This included A.F.D.C. Mothers' Club, I.U. Northwest Campus, Purdue, a local teacher's union, mental institution and various other organizations and institutions.

Thursday, May 15, 1969

Thursday morning I spent time drawing posters for the Governor Whitcomb's protest which was held on Saturday, May 17th. More posters were needed because there was a shortage and nobody was able to come this morning.

NAI staff worked on a design for the remainder of the day. The design was for the Gary Youth Forum training session which was held Friday, May 16, 1969.

NAI staff had discussed the matter with Pete Vaca earlier in the day. He is in charge of the Youth Forum. He felt the youth needed to be developed as individuals and a commitment from the youth to attend the meetings.

Friday, May 16, 1969

Friday, I attended a press conference at the Neighborhood House. The press conference dealt with the purpose and the underlying reasons for the protest to be held at the Gary Armory.

Spokesman from each organization were represented at the press conference.

NAI staff developed a design for the training session which was to be held Saturday May 17, 1969. This training session involved all the Center Council members of the Concentrated Employment Program.

Friday evening, NAI staff attended the training session which was held at the Main Library. This session involved Pete Vaca and the Gary Youth Forum.

Three youths attended the session and Pete decided to call off the session until he could receive a commitment from the youths to attend the training session.

Saturday, May 17, 1969

NAI staff attended the training session which was held for the Center Council members at Center "A".

Weekly report, May 12 - 17, 1969 continued

There were only eight (8) participants at the training session. We discussed their role as Center Council members and also what could be done to improve their relationships with each other.

There is a written detailed report on this particular session which is on file.

After the session was completed at 6:00 p.m., I attended the protest march for Gov. Whitcomb. It was held at the Gary Armory.

Respectfully submitted,
Latanza Willis
Latanza Willis

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Weekly Report, May 16 - 22, 1969

Friday, May 16, 1969

The staff and I made a training design for the session to be held on Saturday, May 17th with the CEP Center Council.

The staff and I went to lunch at 12:30 and returned at 1:30 p.m. I attended a news conference at the Neighborhood House with AFDC Mother's Club. This conference was to let the press know what what they were going to do and why on Saturday.

At 7:00 p.m., the staff and I met at the Main Public Library 220 W. 5th Avenue, Gary to have a training session with the Gary Youth Forum. There were only two (2) or three (3) participants that showed up. The session was cancelled.

Saturday, May 17, 1969

The staff and I went to Center "A" to hold a training session with the Center Council members. There were eight (8) participants that showed up at the session. This workshop was over at 6:00 p.m.

I went to the Gary Armory to participate in the demonstration.

Monday, May 19, 1969

Reported for work at 9:00 a.m., had an appointment with Mr. Eric Crockett of Center C at 11:00 a.m., but because of the tragedy that ocurred in his family during the week, he was not there and the Center was in a state of confusion at that time. I was asked to help look for Mr. Crockett since he had not been seen for a while. This I did.

Tuesday, May 20, 1969

Reported for work at 9:00 a.m. and met with the staff and discussed yesterday's activities.

That afternoon I went to the airport to pick Bob up. Bob's plane was late and we returned to Gary.

At 7:00 p.m. the NAI staff met with Father Lazar and the youth staff of the Aldering Settlement House which would be working during the summer.

Weekly report , May 16 - 22 continued

Wednesday, May 21, 1969

Reported for work at 9:00 a.m. The staff and I discussed our activities the week that Bob was gone. We also made a training design for the session to be held with the Diablos Club.

At 1:00 p.m. the NAI staff held a training session with the Diablos at the Gary Neighborhood House. This workshop was over at 5:00 p.m.

Thursday, May 22, 1969

Reported for work at 9:00 a.m. The staff discussed with Bob our activities the week he was absent. Bob informed the staff that David Helper was coming to help in the session to be held during the weekend at the Aldering Settlement House.

Friday, May 23, 1969

We made a training design for the session to be held at the Gary Neighborhood House with the CEP Executive Staff and Outreach workers. It started at 1:00 p.m. and ended at 5:00 p.m.

At 7:00 p.m. the NAI staff held a workshop at the Aldering House this was over at 10:00 p.m.

After the session we went to Bob's house to discuss tomorrow's design.

Saturday, May 24, 1969

The NAI staff reported to work at the Aldering Settlement House to continue the training session. This session was over at 5:00 p.m.

Sunday, May 25, 1969

The NAI staff reported to Aldering Settlement House to continue the last day of the training session. This session was over at 12:00 noon.

Respectfully submitted,

Fred Minor

Fred Minor

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly report - May 16 - 22, 1969

Contacted most of the Center Council members of Center "A". Found out that the biggest hang-up was that they didn't know what their job was and difficulty in speaking the English language.

Talked to Officer Al Barrera at the Police Community Relations and he would like our staff to be present at their next meeting, which to date had not been set up.

Had a meeting with some of the members from the Knights of St. John, Puerto Rican Benefit Society and Puerto Rican Civic Action. We talked about a training session to try and unite all these organizations into one. They are supposed to have a more organized meeting in the near future.

I spoke to Miss Aida Lopez (Metro Crops), she said she would like to have training sessions for some Spanish people at Jefferson School. We are to get together later and work out details.

Worked on the march against Governor Whitcomb and had one training session for CEP"s Center Council and had one meeting postponed for the Gary Youth Forum because only three (3) people showed up.

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly report - May 19 - 25, 1969

Monday, May 19, 1969

I visited Mr. Hardaway at home. We discussed the training session which involved the Center Council members.

We discussed the possibilities of calling a meeting of the Council members at Center "B". Mr. Hardaway stated that he would contact the members.

I came back to the office and worked on my weekly report. I also did extensive reading on my "Bible".

Tuesday, May 20, 1969

I stayed in the office most of the day, because Carmen attended the funeral of Eric Crockett's relatives. There was a need for someone to be at the office to answer phone calls. I also read material from my "Bible".

Tuesday night a meeting was held for the youth of the Gary Aldering Settlement House. This meeting involved the three day training session which was held the weekend of May 23, 24, and 25th.

NAI staff gave background information and materials on SEDFRE and the NAI. We also found out their commitment for the week-end session. This included what they want from the session.

Wednesday, May 21, 1969

NAI drew up a design for a training sesssion which was held at the Gary Neighborhood House. The Diablos were involved in the training session. The session was held at 6:00 p.m. and it was an unstructed session. We involved the Diablos by using exercises in an attempt to hold their attention and interest.

Weekly report - May 19 - 25 continued

Thursday, May 22, 1969

Bob wanted information on our past activities the week he was gone. We also discussed the design for the CEP Outreach Workers and also the design for the Gary Aldering Settlement House training session with the summer adult and young staff.

Bob also informed us of David Helper who was coming in to help us for the 3-day weekend session .

Friday, May 23, 1969

NAI staff and David Helper trainer from SEDFRE in New York, drew up a design for the CEP Outreach Workers and Executive Staff. We also drew up the design for the staff of the Gary Aldering House. The training session started at 1:00 p.m. and lasted until 5:00 p.m. Our main objectives were to create a better working relationship with CEP staff, better communication between CEP staff and Wallace White'a awareness of the CEP Outreach workers.

The Gary Aldering House training session was held for the first night.

Saturday, May 24, 1969

We reported to the training session at the Gary Aldering House at 9:00 a.m. It terminated at 5:00 p.m. We discussed problems they foresee in the summer and possible solutions to the problems.

Sunday, May 25, 1969

We reported to work for a half-day training session atthe Gary Aldering House. This was wrap up session.

Respectfully submitted,
Latanza Willis
Latanza Willis

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report May 23-29, 1969

The NAI staff had a 3-day training session with Father Lazar at the Aldering Settlement House including the summer staff. The purpose for the training sessions were to get the staff to know each other better so they could do a better job. There were 30 participants.

I contacted Center "A's" Center Council members about the meeting for Thursday and got commitments from most of them.

I attended a meeting on housing at the Holy Angels Cathedral cafeteria. The meeting was an all day session and all the states surrounding Indiana were represented. The meeting was called for the purpose of trying to improve the housing situation for the Latin American people. Also present was a young lady by the name of Cecilia Preciado who is with the Mexican American Affairs in Washington, D. C. The one responsible for calling the meeting was Ruben Alfaro from Lansing, Michigan who is the executive director of the Midwestern Regional Office, Division Department for the Spanish speaking people.

I attended a meeting at Center "A" with the Center Council. Six (6) persons showed up, and the pay owed to some of the members was discussed along with the way that the Council was functioning.

I spoke with some of the Puerto Ricans clubs like the Knights of St. John, Puerto Rican Benefit Society and the Brotherhood Social Club so as to try and establish a Latin American Center in Gary. It was agreed that we would get together sometime in the following month.

Respectfully submitted,

Hector Lopez

HL:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly report - May 26, - 29, 1969

Monday, May 26, 1969

A training session was held from 1:00 p.m. to 5:00 p.m. for the CEP Executive Staff and Outreach Workers. It was a continuation from the past Friday. The objectives and goals remained the same.

Tuesday, May 27, 1969

NAI staff had a long discussion on problems that have confronted the staff and possible solutions to these problems. We also had staff development the same day.

Wednesday, May 27, 1969

Time was spent doing staff development. I also contacted Walter Dixon who is now the Director of Center "B". He is also contacting the Center Council members.

Thursday, May 28, 1969

We worked a half-day but there was some staff development.

Friday, May 30, 1969

NAI staff was off for Memorial Day.

Respectfully submitted,
Latanza Willis
Latanza Willis

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Weekly report - May 26 - 30, 1969

Monday, May 26, 1969

Reported for work 9:00 a.m. the staff discussed the weekend session. We also made a design for the session to be held at 1:00 p.m. with the CEP Executive Staff and Outreach Workers.

At 1:00 p.m. the NAI staff held the training session and it lasted until 5:00 p.m.

Tuesday, May 27, 1969

Reported for work at 9:00 a.m. at which time we had a staff meeting. We discussed the weekend training session and yesterday's session. Bob was very unhappy with the staff. Bob gave the staff assignments for the following day.

Wednesday, May 28, 1969

Reported for work at 9:00 a.m. the staff gave there assignments. We spent the rest of the day on staff development. Bob gave staff assignments.

Thursday, May 29, 1969

Reported for work at 9:00 a.m. this date. The staff gave there assignments and we got off work at 12:00 noon on this date.

Friday, May 30, 1969

The NAI staff was off for Memorial Day.

Respectfully submitted,

Fred Minor

Fred Minor

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report May 30-June 5, 1969

I met with Center "A's" Center Council members individually and spoke about what they thought about the CEP Program and the Center Council. Most of them thought that CEP wasn't doing anything and that it was just a waste of money because the right people were not benefiting from the program.

The staff had a three (3) day training session with the CEP New Career enrollees. The session were mostly sensitivity for the purposes of getting the people to know each other better so they could do a better job. The participants enjoyed the sessions and most of them felt that they were helpful and that they would like to keep having more training in the future. There were approximately 30 participants.

Respectfully submitted,

Hector Lopez

Hector Lopez

HL:cym

ONE-HALF YEAR REPORT OF
SEDFRE'S NEIGHBORHOOD ACTION INSTITUTE
AND ITS' ACTIVITIES IN THE
CITY OF GARY, INDIANA

NOVEMBER, 1968 THRU MAY, 1969

COMPOSED BY STAFF OF NAI

TABLE OF CONTENTS

SUBJECT PAGE

WHO ARE THE TRAINERS? ---------------------------- 1 - 2
WHO ARE THE TRAINEES? ---------------------------- 2 - 5
WHAT KIND OF TRAINING? ---------------------------- 5 - 6
OBJECTIVE OF TRAINING? ---------------------------- 6 - 10
EVALUATION ---------------------------- 10 - 11
FUTURE PERSPECTIVE ---------------------------- 11 - 12

WHO ARE THE TRAINERS? Presently the Neighborhood Action Institute of SEDFRE has, as its staff, a Director, secretary and three (3) trainers: Robert W. Jackson, was the Executive Director of the Adams-Morgan Community Council in Washington, D. C. prior to his position as Director of the Neighborhood Action Institute of SEDFRE in Gary, Indiana. During March and April, 1969, Mr. Jackson was in Gary as a Consultant to Mayor Richard G. Hatcher on the Model Cities Program prior to that he was working with the Washington Planning and Housing Association in Washington, D. C. doing research for them. He was also Assistant Director of Congress Heights Youth Development Program in Washington D. C. and worked with the Southeast Neighborhood House as a Housing Specialist and a Senior Community Organizer.

Carmen Moreno, secretary, worked three (3) years prior to her employment with the Institute, for several lawyers where she developed her typing, dictating and office management skills. Since one of her employers was a Puerto Rican lawyer and was also the Consul for the Dominican Republic, a good percentage of his clientele were Spanish speaking and she was able to develop her command of the Spanish language.

Mr. Frederick E. Minor, a former police officer in Glenarden, Maryland, is now employed as a trainer and has thus proven himself effective in that position. During the month of April, 1969, he was responsible for setting up a 2-day training session with the A.F.D.C. Mother's Club's of Gary and East Chicago, Indiana and is now getting other neighborhood groups and organizations interested in similar training.

Miss Latanza Willis was formerly employed by Metro Corps, Inc., Gary's CAP Agency as a youth Development Specialist. She has had experience in organizing the Black Student Forum while she was attending Indiana State University for the purpose of dealing with the racist attitude present at the University. After attending Indiana State for three (3) years, she left and became a VISTA volunteer for one (1) year two (2) months. She worked in the South Bronx area of New York City, where she worked with adults, teaching them their tenant rights and in the Chelsea area of New York, where she worked with Black and Puerto Rican youths who were using drugs. She has also worked with different adult and youth organizations. She has shown herself to be a person of dedication and willingness to undergo the sacrifices necessary to become a more effective trainer.

Hector Lopez another one of NAI's trainers, is a 1965 graduate of Emerson High School in Gary. He joined the U.S. Marines shortly after graduation and had mine and warfare training and guerilla training while being stationed in Da-Nag, Viet Nam. He requested a six-month extension in order to set up a school, teaching the children personal hygiene and basic English. He gave up his free time to collect clothes and toys, and his money to buy school supplies for the children. He also helped organize the Latin American Organization, Inc. in Gary, Indiana. The purpose of the organization is to keep young men and women off the streets by having recreational activities, holding dances and helping them to find employment.

The NAI of SEDFRE has other consultants who are called upon on occasions to help with the training obligations. Thus far the Institute has had the following consultants to join the SEDFRE team: Jerry Perlmutter, William Moore, Art Naparstek and Charles Hamilton. All of the aforementioned persons are members of the NTL network and have been very instrumental in aiding the NAI to become a visible instrument of training.

At this time it has been very difficult to identify any potential trainers in and around the community. The Institute had difficulty in finding trainers, particularly Black trainers. The Institute feels that there are potential trainers in the community, but has not as yet been able to identify any of them. It feels though, that during the different training sessions with the organizations and groups, that it will be able to identify persons whom it feels will be effective as trainers.

The Institute has also been in contact with Curt Mial and Don Klein, Directors for the Community Development Section of NTL. It was through this connection that a team of Gary community residents and the Director of NAI attended a community lab in March, 1969 at Battle Creek, Michigan, for the purposes of training that team so they could return to Gary to put on a similar community lab this summer. It was hoped that through this, NTL-SEDFRE combined effort, further operations for co-operating should be sought and continued.

WHO ARE THE TRAINEES? The Neighborhood Action Institute of SEDFRE has touched base with many persons since its existance. The following is a list of those persons the Institute has contacted: Wallace White, Director-Gary Concentrated Employment Program; William Smith and Frank Brown-Gary Metro Corps; William Staehle, Jim Holland and Hank Morgan-Gary Model Cities Program; Charles Brown-Gary Youth Program; Mrs. Juliette Greenlaw, Chairman-Former Gary Welfare Mother's Organization; Chairmen of the three Concentrated Employment Program Community Advisory Councils; three Black Precinct Chairmen; Mr. Scott, Chairman-"MARONA" House, a group of addicts and former addicts who have been meeting and have gotten together a proposal to establish a half-way house for addicts in Gary; Soul, Inc., a group of former gang members who have gotten a proposal funded and have opened a community hall, a roller rink and a theatre where they put on shows with local talent for their benefit; Manpower Advisory Board, this board is made up of representatives of three (3) CEP Neighborhood Councils and persons selected by the Mayor; Charles King, Executive Director-Human Relations Commission; Montague Oliver, Gary Public School Board Member; Frederick C. Ford, Gary School Board Member (letters were sent to the aforementioned School Board Members concerning the Black School Board Conference sponsored by SEDFRE); Eugene P. Carrabine, President-City Council of Gary; Dr. Herman Feldman, Chairman-Division of Arts and Sciences, Indiana University; David Schuelke, Graduate Instructor of Speech-Communication, Purdue University; Jessie E. Bell, Jr., Administrative Assistant to the Mayor of Gary; Archie Walker, Assistant to the Administrative Assistant; Eric Crockett, Center Director-Concentrated Employment Program; Peter Vaca, Urban League of Gary; Charlotte Johnson, Gary Youth Commission; Zola Tomlin, President-Gary A.F.D.C. Mother's Organization; Eddie Holland, Program Director-WMPP Radio Station; Dr. Gordon McAndrew, Superintendent of the Gary School's System; Joseph Chapman, Co-ordinator of Parent Education; Vera Hemingway, First Grade Instructional Improvement Program; Dr. Carrie Dowson, Director-Developmental Education Program; Immogene Jones, Supervisor of Curriculum; Aggenora McDaniels, Widows, Inc. and Howard Patton, VISTA Regional Office, Chicago, Illinois.

It is impossible to list all those persons whom the Institute has come in contact since its beginning, since the number is so great and the list keeps increasing each day.

The Institute provided training in January 16, 17 and 18, 1969 to Model Cities Interviewers. This training was done in two and one-half day sessions and one-half day sessions per week for three weeks. There were 28 participants, all Black, three (3) males and 25 females. All participants were grass-root folk, most of them were between 45 to 50 years of age.

During the month of February, the Institute held a training session with the VISTA workers. The training was done on the 17th and 18th day of February. This training was from 1:30 p.m. to 5:30 p.m. both days. The participants were all White and a total of 15 taking part in the sessions. The age bracket was from the early20's to mid 20's. There were 14 males and one (1) female.

The Neighborhood Action Institute also held three (3) - one-half (1/2) day sessions with the Metro Corps staff during the 24th, 25th and 26th days of February. There were 16 participants attending the training sessions, one (1) male, 15 females, some Black, Puerto Ricans, Latin and one (1) White. The ages were as follows: one (1) teenager, several in the early 20's and the rest between 45 to 50.

During March, 1969, the Director of the Neighborhood Action Institute attended a NTL lab at Battle Creek, Michigan during the week of March 9-15. During this time the staff was contacting various persons, groups and organizations in the community of Gary. The objective was to make the persons, groups and organizations aware of the training resources that are available and to encourage their participation.

The Institute provided training for the CEP Center Council Members. This training started on March 14 and continued through the 15th and 16th. The training was conducted in two (2) all-day sessions and one (1) half-day session. Origionally there were to be 45 persons participating in the workshops, but only 17 showed up. The participants were Black, Mexican and Puerto Ricans, a mixture of male and female. The ages ranged from early 20's to late 40's.

In the month of April, the Institute provided training for the Coordinating Committee for Youth Serving Agencies of Gary. This training was held at Camp Lawrence at Valparaiso, Indiana. The sessions were held for two (2) and one-half (1/2) days, the 14, 15 and 16th of April. There were 30 participants, two (2) of whom were White nuns; one (1) White priest; four (4) teenagers, two of whom were Black and two White; two (2) Puerto Ricans; two (2) Mexicans and the rest Black. Their ages ranged from teens to early 20's to late 40's.

Also in the month of April, the NAI held a workshop with the A.F.D.C. Mother's Organization of Gary. This was held on April 16 and 17. It was a two (2) day session and was conducted at the Gary Neighborhood House, 1700 Adams Street, Gary, Indiana. Twenty-five mothers were expected but only eight (8) were present on the first day and twelve (12) on the second day. There were two (2) Latins and the rest Blacks.

The NAI has contacted many community groups and organizations in the Gary area. Some of these groups and organizations have expressed their need for some training, but as yet they have not contacted this Institute. The Institute is following up and trying to get some dates in which to have training sessions with them.

Most of the youth gangs have been told of the NAI and its purpose in Gary, but as yet they haven't expressed the desire for the NAI to provide any training. The staff keeps in contact with them also.

The NAI has been in touch with the Gary School System for some possible training of Teacher Aides in the Gary School System. Dr. Gordon McAndrew expressed the need for training of Teacher Aides. More meetings with Dr. McAndrew are to be schedule in order to get definite plans for training workshops with them.

In the line of some neighborhood people being selected as potential trainers, it has been very difficult to find persons, Black or Latin American to assume this role of a trainer, but the Institute has not given up hope in this area. We are working with the Battle Creek team to develope a proposal. One section of that proposal calls for providing training for future trainers.

One of the mothers in the A.F.D.C. Mother's Organization expressed to one of the NAI staff members that after the workshops her life has been different and not the same. In the training sessions, some Norms were established. She stated that she used them all the time around the house. She brought out that when dealing with her family at home, the Norm that she used the most is "Feedback". She gave an example that when she tells her children to do something and they talk back, she tells them "don't give me no feedback".

Norms, in trainers' terms are rules of the game. Some examples are: trust, honesty, support, openess, risk-taking, free expression and feedback. These terms are used in the workshops to get the participants to deal with one another using these terms.

WHAT KIND OF TRAINING? The Institute had difficulty becoming established with many individuals and groups in the beginning. There was skepticism about the training workshops because as one staff member of a program put it, "we get tired sitting and listening to people talk for eight hours". Their impression of training was that they were to be lectured. The Director of the Institute attempted to assure them that the training consisted of more than just lectures. A compromise was arrived at by the Director and the staff, by the staff suggesting three (3) one-half day sessions. After these sessions, the group was dissatisfied because the sessions were too short. The group felt that they learned a great deal and were surprised that so much was learned and the workshops could be so enjoyable.

Shortly afterwards, the Institute was called upon to provide sensitivity training to the Coordinating Committee for Youth Serving Agencies.

The Institute's workshops with the Coordinating Committee for Youth Serving Agencies proved to be the catalyst that has brought the Institute into the fore-front of the community-at-large.

Previous workshops had been with either staff of a federal agency or other "closed" groups. The Coordinating Committee for Youth Serving Agencies' training workshops drew a wide cross-section of Gary, from youth to the Clergy. It is from this session that a real understanding of sensitivity training was gained by community people. Many of whom are now requesting training within their agencies and the groups with whom they work.

The most popular type of training is sensitivity. People feel good about talking honestly to other people about how they feel. One phrase has now taken this City by a storm, "Remember the Norms and name names."

Perhaps the most confidence in sensitivity training has been exhibited by a Gary Settlement House, who has asked the Institute to conduct a three (3) day workshop in sensitivity training for 40 persons who will be the staff for their summer program. The Settlement House has made attendance at the workshop a requirement for employment for those who have been selected.

The Indiana National Welfare Rights Organization has requested the Institute to provide workshops for its State-Wide Conference to be held in Fort Wayne, Indiana in June. The details are being worked out now.

With this fresh awareness by the community, NAI is now about its real job of providing leadership development training to "grass-root" organizations.

OBJECTIVES OF TRAINING? The Neighborhood Action Institute in the City of Gary has planned, organized and designed training sessions which will deal with problems of human conduct or social relationships. One of the objectives of the NAI trainers is to create an enduring and co-operating social group whose members have developed an organized pattern of relationship through interaction with one another.

Out of these training sessions, we hope that the members of the federal anti-poverty programs in Gary will find various ways of dealing with community problems. The members of these programs should establish ways to communicate with the community. I say this because the staff is involved with the paper work and the mechanics of the program, while the workers in the street have not understood the functions and responsibilities of how they should operate. There should be more grass-roots leadership within the anti-poverty programs in Gary. They can interpret to the staff and the field-workers about the community. The members of the poverty agency will know the needs of the community and help them express the changes they want in the community.

Community people will be trained to become potential leaders so that they can combat local community problems. There is a great deal of untapped talent in these communities. The development of these skills, which is to use ones' knowledge effectively in a performance, is one of the basic principles of leadership.

VISTA: White VISTAS in the City of Gary were having difficulties in relating to the Black communities. Their families are ones of financial stability and they have attended various institutions of higher learning. A few VISTAS were hung up on maternalistic and paternalistic attitudes. The training helped them to realize that they have to deal with themselves, before they attempt to relate to the community. They also could not define the needs of the community until they looked at themselves. The VISTAS were having difficulty in relating to Black and Latin groups.

The objectives and benefits derived from the training are: assisting the participants in identifying their racial attitudes and feelings, analyzing the underlying reasons for these attitudes, and communication skills in listening, perception and speaking.

A.F.D.C. Mothers' Organization The A.F.D.C. Mother's Organization in Gary is a potential strong force in the community. These mothers have basically strong personalities because they have existed and survived in a system that denied them of their womanhood.

There were members of the organization who had very dominating personalities. These members would dominate the meetings while the others withdrew from the meeting. As a result the organization was split in half. The mothers have received $30,000.00 from the ~~federal government~~ but they really don't have excess to the money.

The objectives and benefits derived from the training are: expanding and increasing their decision-making skills, encouraging relevant institutional responses to the needs of the A.F.D.C. Mothers' in Gary, pursuit of advocacy programs for and by the A.F.D.C. Mothers' in Gary, creating grass-root leadership within the club, increasing political awareness and increasing their opportunities for economic development.

COMMUNITY ACTION COMMITTEE:

The Community Action Committee is a cultural and recreational center. It is run and operated by Black adults and youths. It is located on 12th and Washington Street in Gary and is in the heart of the Black Community and it is also within the Model Cities boundaries.

Harry Banks, Director of the Center, has expressed a desire to have training from the NAI. He feels that they are the most deprived youth in the City of Gary. Mr. Banks has expressed to NAI a need to instill pride and self-awareness in the youth. These are the two main objective and priorities Mr. Banks would like to see come out of the training sessions. Secondly, Mr. Banks expressed a need for the development of skills. He sees basic leadership abilities in the youth, but will be developed through training sessions with NAI.

The Blacks do come in contact with the Latin Americans because they are both in the same community. There are only a few Latins that came in the Center everyday. An estimate number of Black youth which are in the Center sometimes during the day is 200. There isn't much mingling of Latins and Blacks in the community. The Whites are isolated from the Blacks as well as the Latin Americans.

The objectives and benefits to be derived from the training are: creating grass-roots leadership within the inner-city, increase of self-awareness and pride in inner-city youth, expanding and increasing their decision-making skills and turn potentially forces of youth into constructive forces for the community.

METRO CORPS: Metro Corps which is the Gary CAP Agency has had training with the Neighborhood Action Institute. The staff and the field workers of Metro Corps participated in the training session. The objectives of the session were to assist the staff and field workers to become more sensitive to each other and the community. They also needed a training program which helped them understand the functions and responsibilities of how staff and field workers operate. Staff and field workers should use their training in how to interpret the program to community residents.

The objectives and benefits derived from the training are: identifying the needs and interests as related to the community, expanding and increasing their decision-making skills.

CONCENTRATED EMPLOYMENT PROGRAM: The Center Council Members who are part of the Concentrated Employment Program, have had training with the Neighborhood Action Institute. The objective of the training session was to orientate them as to what CEP's role is in the community, and what their role is as Center Council members.

The objectives and benefits derived from the training are: expanding and increasing their decision-making skills, creating grass-root leadership within the Center Council members, the fostering of a symbiosis of learning and teaching between Center Council members and the community at large and increasing political awareness.

ADMINISTRATION OF MAYOR HATCHER: Neighborhood Action Institute hopes to provide training for the City Administration. The main participants will be the department heads and their assistants.

The objectives of the training would be to establish co-operation and communication within the City Administration. Also, provide training that will help coordinate the programs in the City Administration.

There has been a lack of co-operation and communication within the present Administration and in order for the City Administration to deal with the problems of the community at large, they will have to become aware of their role as City Administrators and in the community.

It is important to note that there is strong opposition of both Black and White to the present City Administration.

The objectives and benefits to be derived from the training are: gathering, synthesizing and dissemination of relevant and useful information pertaining to the departments and programs in the City Administration, identify needs and interests as related to the program or department.

MODEL CITIES: Model Cities, a federal anti-poverty program in Gary, has had training with Neighborhood Action Institute. The trainees were interviewers from Model Cities Program.

They took surveys of the people in the target area to find out their background. Some of the questions the interviewers would ask were personal. Some of the questions dealt with welfare and how much money they would make a year, etc.

The community's image of Model Cities interviewers was one of suspicion and hostility. Through sensitivity training, they learned to deal with the problem. It was up to them to create trust and honesty with that community.

The objectives and benefits derived from the training are: creating grass-roots leadership, interviewers creating trust and honesty within the community, assisting the participants in identifying the suspicion and hostility they encounter in the community, expanding and increasing their decision-making skills, projecting a positive image as interviewers in the community.

LEADERSHIP TRAINING AND DEVELOPMENT PROGRAM: The Leadership Training and Development Program which is being run and operated by Metro Corps has stated that all of the training will be coordinated and conducted by the Neighborhood Action Institute.

Some of the objectives and benefits to be derived from the training are: expanding and increasing their decision-making skills, creating grass-roots leadership with the inner-city, creating new rules for youth in community

EVALUATION: The Neighborhood Action Institute has been of assistance to Mayor Hatcher's Administration. The Director of the Institute served as an outside catalyst in bringing the Directors of of the federal programs together initially. He then suggested to the Mayor that a member of his Administration should serve in this capacity to sustain this attempt at coordination. The Mayor agreed and the federal programs' Directors are now meeting weekly with the coordinators and much needless duplication and overlapping has been avoided. The meetings have also served to eliminate the misunderstandings caused by rumors and half-truths.

In addition, the Institutes' independence from the Administration eliminates the suspicion of being "the Mayor's man." It also provides the freedom to "float" within the community to be sensitive to the pulse of the community. This ability to "float" and the co-operation of Mayor Hatcher's Office, provides for the staff first hand knowledge of sensitive issues that may affect the community.

Another strong point for the Institute has been its acceptance by the City of Gary. Most organizations are pleasantly surprised to witness the proffessionalism of the staff accompanied by a "down to earth" approach the subject and participants.

The weak points for NAI have been several. First, the Director was not as thorough as he should have been in selecting staff. The poor selection of personnel created many internal difficulties which had to be dealt with. This error greatly affected staff morale and created unnecessary tension on the entire staff. The staff problem was handled by terminations and selections of new staff, which improved morale and espirit de corps throughout the organization.

Secondly, the lack of adequate funding has proven to be a burden for administration of the Institute. It was assumed by SEDFRE that there would be federal contracts to support the operation of the Institute. Fact is, that only one contract has been signed because only one program has been developed to that point. The other federal programs have been in the planning stages and there is little or no money available for training during this period. The CAP Agency (Metro Corps) was only funded in April, 1969 and there are no funds available for training of the Board and staff.(A proposal has been submitted to OEO to provide for training of the Metro Corps and Model Cities Boards) The Model Cities Program has just completed its planning year and is now preparing its work program for funding.

The other federal programs, Youth Leadership Development, in which the Institute is to play a mayor role, was to have been funded in December of 1968, was delayed by many problems, some funding, some personalities.

The program was funded in April, 1969. Commencement of Program operation now awaits mayoral selection of a Director, which is dragging.

Unlike the larger cities there are no private agencies or organizations (ie. Urban Coolition, United Fund, etc) with money to tap. The lack of these possibilities creates difficulties for NAI in looking to other funding sources.

The Institute's present arrangement of One Hundred ($100.00) Dollars per month is not adequate in terms of staff travel, rent, telephone and supplies. It is hoped that the funding proposal for NAI is successful.

One important missing ingredient for NAI has been staff development. The Director has found it difficult doing the day's operation as well as staff development, but it has been done. With money from one contract, it was discussed with the Executive Director of SEDFRE that a staff member be sent to Gary for one month of intensive staff development. Another missing ingredient is the feeling of being a part of the SEDFRE team by the staff here. It is of utmost importance that they be present at SEDFRE staff meetings.

FUTURE PERSPECTIVE: Perhaps the most crucial period will be the future. The lack of funding sources has already been outlined, but a lack of community concern or awareness is the real issue in Gary. The "grass-roots organizations" we are to provide leadership development training for, do not really exist. The National image of Gary, a City which elected a Black Mayor, as being "together" and surging forward in all of its Black Pride is a farce. The truth is that Gary would not have had a Black Mayor even with its Black mayority if the White Democratic Machine had not made a racial issue of Mayor Hatcher's candidacy.

Case in point is the CEP Program, the NAI is contracted to provide leadership development training to the Citizen's Advisory Boards. These are three Centers which elected 15 persons each for a total of 45 elected representatives. For our first workshop, a total of 9 were present out of the 45. At the next session, 11 were present. The CEP Program has "outreach" workers, who are supposed to contact people. Much of the problems lie there, but even that is indicative of some community attitudes.

I have assigned an NAI staff member to each of the Centers to do community organization as well as train. This has been the case with each group we have contacted so far, but obviously, this cannot continue

I feel that SEDFRE should evaluate closely all future projects.

With a friendly administration which has provided the various federal programs, it is very difficult for most Garyites to identify the enemy.

From a SEDFRE future perspective, perhaps it would be wise to relocate the Midwestern Regional Office in a large city, i.e. (Chicago, Indianapolis), because they have the community organizations we could potentially serve. This does not necessarily have to be true but it is recommended that the following occur in future projects:

1. Local community organization requests our services;

2. That the City is thoroughly evaluated as to its ability to provide adequate funding unless we fund the project ourselves.

MSS
546

SEDFRE

NEIGHBORHOOD ACTION INSTITUTE, GARY, INDIANA
REPORTS, JUNE 1969-1970

Box 25
Folder 8

State Historical Society of Wisconsin

Please Retain Original Order

MAY

June 3, 1969

TO: Mrs. Shirley Lacy, Director SEDFRE's Leadership Training

FROM: Bob Jackson, Director

RE: Monthly report of NAI - May, 1969

The month of May began with Shirley Lacy, SEDFRE Director of Training visiting Gary for two (2) days. While in Gary, she worked on a proposal to provide training to Metro Corps and Model Cities Board members. She also did staff development with NAI's staff members.

BOARD:

The Board of NAI cancelled its meeting for the month because a good percentage of the Board members were out of town or had other commitments so it was decided by the Board Chairman and the Secretary that the meeting be cancelled.

TRAINING SESSIONS:

The Neighborhood Action Institute held a three-day training workshop with CEP "Outreach Workers" and community workers. This was the first time that the workers had ever gotten together. There were many complaints. Some complained of favoritism in the Program's hiring policies, other spoke of their mistrust of the Executive Staff. Most obvious were the interpersonal conflicts between the workers themselves.

The session with the Diablos, a street gang, was the first of NAI's endeavors with teens. It was quite a "different" session. Some of the participants were intoxicated and one had to be thrown out of the session by other members because they felt he was disrupting the session.

Some of the quotes from the session were: "This is sure 'nough together", "I really dig this", "We want to have more of this, man" and "We've got to get it together baby".

I learned that we must structure our sessions a bit differently for youth than adults. There must be more exercises and less talk to keep them involved.

We also conducted training with non-gang, "in-school" kids who are accustomed to structure and following directions. They are more like adults in the response to the training. The reaction of the street youth vs the school youth have been contrasting.

A negotiations session was held with CEP New Careers trainees who are attempting to form an association. The trainees have drawn a list of 15 demands and plan to present them to the CEP Director and New Careers Director. The group requested us to help them prepare for the meeting.

ADMINISTRATION:

I am concerned about a member of our staff spending some time here with the NAI staff during my absence at Bethel, Maine. I don't expect someone to stay here, but would like a staff member to come on some regular basis, i.e. (once weekly, once bi-weekly, etc.)

Respectfully Submitted,

Robert W. Jackson

RWJ:cym

ADDEDUM D

Consultants referred to in "Section E" are those outside resource persons who have expertise in a certain field or area, that the Institute intends to call upon to provide technical knowledge to those persons in the Concentrated Employment Program. The Institute intends to provide consultants at the rate of $75.00 per day per consultant.

The following is an estimated training schedule that will be used with the CEP's staff and Center Council:

Training for Center Council:

Saturday , April 26, 1969
" , May 10, 1969
" , June 7, 1969
" , July 12, 1969
" , August 2, 1969
" , September 13, 1969

Training on Saturdays will be done from 9:00 a.m. to 5:00 p.m.

Training for CEP staff:

Wednesday,	April	16, 1969
Monday,	"	21, 1969
Saturday,	"	30, 1969
Monday,	May	5, 1969
Wednesday,	"	14, 1969
Monday,	"	19, 1969
Saturday,	"	24, 1969
Wednesday,	"	28, 1969
Monday ,	June	2, 1969
Wednesday,	"	11, 1969
Monday,	"	16, 1969
Saturday,	June	21, 1969
Wednesday,	"	25, 1969
Monday,	"	30, 1969
Wednesday,	July	9, 1969
Monday,	"	14, 1969
Saturday,	"	19, 1969
Wednesday ,	"	23, 1969
Monday,	"	28, 1969
Wednesday ,	August	6, 1969
Monday,	"	11, 1969
Wednesday,	"	20, 1969
Monday,	"	25, 1969

Total of 29 days - 3 consultants per day at $75.00 per consultant per day. There is a shortage of $25.00, which the NAI will pay to a consultant to equal the regular pay of $75.00 per day.

TOTAL CONSULTANT ALLOTMENT --- $7500.00

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Weekly report - Monday, June 2, 1969 thru Thursday, June 5, 1969

Monday, June 2, 1969

I was absent from work.

Tuesday, June 3, 1969

I was absent from work.

Wednesday, June 4, 1969

Reported for work at 3:45 p.m. at which time, I was informed that Bob had gone to Washington D. C. I waited for the rest of the staff, whom arrived shortly after and they filled me in partially on the training sessions with the New Careers Staff of CEP.

Thursday, June 5, 1969

Reported for work at 9:00 a.m. The staff and I discussed our weekend Holiday for a short while and then continued our discussion of the training sessions that they had been ingaged in the days I was not at work.

Went to lunch at 12:00 to 1:00 p.m. reported back and went into the field. I went to see Mrs. Tomlin of the A.F.D.C. Mothers' Club to find out how many persons would be at the workshop in Fort Wayne.

I went to Center "C" to talk to Mr. Crockett, he was out of his office.

At 7:00, I attended a Metro Corps Board meeting. I had to leave early because I had to go to a meeting with persons that planned a march on NIPSCO. This meeting started at 8:00 p.m. and was held at Reess's Furniture Co. on 11th Avenue.

Respectfully submitted,

Fred Minor

Fred Minor

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly report - June 2, thru June 5, 1969

Monday, June 2, 1969

I attended a meeting at 9:00 Madison for CEP staff and sub-contractors. This meeting began at 8:30 a.m. and was over at 9:00 a.m.

The evening was spent with Miss Floristine Eubanks who is in charge of some of the New Career participants at CEP.

Bob and I wanted to know what the training session would involve for Tuesday.

She wanted the participants to learn negotiation.

Tuesday, June 3, 1969

NAI began the training session at 8:00 a.m. with the New Career enrollees and the subject centered around negotiation. It was over at noon.

Wednesday, June 4, 1969

NAI had a training session with two (2) groups of New Careers enrollees. We discussed the negotiation session they had with the Executive Staff and involved participants in exercises.

Thursday, June 5, 1969

I contacted Mr. Walter Dixon who is the Director of Center "B" and asked if there was any further information on the Council members. He stated that a meeting will be called soon.

Respectfully submitted,
Latanza Willis
Latanza Willis

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

SUBJECT: Weekly Report - June 5 - 13, 1969

THURSDAY, June 5, 1969

I visited Center "B" and discussed with Mr. Dixon his new role as the Center Director. He feels that he has to recapture or gain the interest and attention of the persons involved in Center "B" as well as the Community.

Mr. Dixon has stated that he and two (2) community workers will take the responsibility and initiative to contact the Center Council members.

FRIDAY, June 5, 1969

I read materials in my "bible" and I also visited Mr. Dixon at Center "B".

SATURDAY & SUNDAY, June 7-8, 1969

NAI's staff attended a training session for two (2) days at the University of Chicago.

It was my first experience as a participant in a training session. Also, my first experience in seeing White people interacting with each other. I had often viewed Whites as mechanical beings without feelings.

NAI's staff was more interested in new techniques and exercises than continually listening to Whites' hang-ups and problems.

MONDAY, June 9, 1969

We discussed with Carmen the training session which took place over the weekend.

Fred and I decided to explain in detail the exercises we learned over the weekend. These exercises are beneficial and useful to NAI.

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

SUBJECT: Weekly Report - June 5 - 13, 1969

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Fred and I decided to explain in detail the exercises we learned over the weekend. These exercises are beneficial and useful to NAI.

Weekly Report - June 5-13, 1969 continued

I visited Mr. Dixon to see if he had contacted any members. He spoke of contacting some members, but has not reached the majority of the Center Council members.

TUESDAY, June 10, 1969

I attended the P.O.W.E.R. meeting which was held in the Neighborhood House. The meeting was called to discuss strategy and plans of action of the City Council meeting on June 17, 1969.

One City Council member has adopted a resolution apologizing to Governor Whitcomb for the discourtesy and disrespect Gov. Whitcomb received during his visit in the City of Gary.

P.O.W.E.R. feels the City doesn't owe the Governor an apology. For this reason, P.O.W.E.R. wants as many people, who feel the same, to assist them in their endeavor on June 17, 1969.

There will be a counter resolution for the City Council members to review.

WEDNESDAY, June 11, 1969

NAI staff discussed the two (2) day session to be held in Ft. Wayne, Indiana on June 12 and 13.

The main agenda for the Two (2) day session was "Political Strengh and How to Get It."

The design we made was based on the objective of building political strengh in the A.F.D.C. Organization.

Bob asked for a discussion of job duties and the Chicago training session, because of his absence.

THURSDAY & FRIDAY, June 12, 13, 1969

NAI staff attended the training session which was held in Ft. Wayne, Indiana.

We were able to present the lecture on "political Strength". Also, participants were able to build with tinker toys the concept of Political Strength in their organization.

The Mothers' Organization has made other commitments with various speakers, because of this, we were only able to obtain two (2) hours.

Respectfully submitted,
Latanza Willis
Latanza Willis

LW:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

SUBJECT: Weekly Report - June 6, 1969 - June 12, 1969

FRIDAY, JUNE 6, 1969

Reported for work at 9:00 a.m. wherein the staff and I began reading training materials from our notebooks.

Went to lunch at noon and returned at 1:00 p.m. Started to work on my weekly report. I then went to the field.

At 7:30 p.m. I attended the meeting with the AFDC Mothers' Organization.

SATURDAY, JUNE 7, 1969

The NAI staff and I attended a workshop at the University of Chicago. This was an all day lab. The lab was over at 11:00 p.m.

SUNDAY, JUNE 8, 1969

The staff and I went back to the University of Chicago to continue the weekend lab. It was over at 5:30 p.m.

MONDAY, JUNE 9, 1969

Reported for work at 9:00 a.m. this date, at which time the staff and I discussed with Carmen some of the points that came out at the weekend lab.

Went to lunch at 12:00 noon and reported back at 1:00 p.m.

Went into the field to contact some of the Center Council members.

TUESDAY, JUNE 10, 1969

Reported for work at 9:00 a.m. and discussed yesterday's activities with the staff. The staff and I started to read training materials in our notebooks.

Went to lunch at 12:00 noon and returned at 1:00 p.m.

Went to City Hall with Jean Thurman to pick up the apology statement that the City Council will vote on for Governor Whitcomb. We came back to the Neighborhood House to read it and write a counter statement to the apology that had been written.

At 6:00 p.m. there was a meeting to discuss some strategy for the City Council meeting which will be held on June 17, 1969.

WEDNESDAY, June 11, 1969

Reported for work at 9:00 a.m. at which time the staff and I discussed what we were going to do at the session at Ft. Wayne. We talked in terms of a design. We also discussed what had been accomplished during the Director's absence.

THURSDAY, JUNE 12, 1969

The staff and I reported to the office at which time we prepared to leave for Ft. Wayne, Indiana.

The NAI staff arrived at Ft. Wayne at approximately 1:45 p.m. their time. The session was over at 4:00 p.m.

Respectfully submitted,

Fred Minor

FM:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report June 13-19, 1969

I worked in contacting Center "A's" Council members. I was appointed to a Committee to talk with Mr. White of the Concentrated Employment Program about pay due to some of the members of the Council and in another Committee to write up by-laws for the Council.

The NAI staff and I worked on our weekly reports. I went to Chicago to talk with the leader of the "Young Lords", a street organization. I explained about NAI/SEDFRE to the President of the organization and a few of the top members. They told me how the organization came to be and how they change themselves from a gang to an organization for the good of the poor, opressed people. They told me how they took over the church that they were cleaning while I was there and how nice the people in the neighborhood thought of them. Some of the members are to come to NAI on Thursday, June 19th to talk with the staff, and to meet with some of the street organizations to see if they can get them to work like the "Young Lords" are doing.

I went to a meeting with someof the Center Council members but it was cancelled; another meeting will be called for next Sunday, June 21st.

I met with the "Young Lords" on Thursday here at the Gary Neighborhood House. They talked to the rest of the staff about what they had told me and said that they would be in touch with us for training sessions in the future. I also took them to meet the Rican Soul Brothers, a street organization consisting of Black and Latin members also the Diablos, a black group. I had to leave them cause I had a meeting with the Welfare Mothers of East Chicago.

At the meeting with the Welfare Mothers a training session was discussed on "How to Run a Meeting" and arrangements were made as to the date and time.

Respectfully yours,

Hector Lopez

Hector Lopez

HL:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

SUBJECT: Weekly Report - June 16 -19, 1969

MONDAY, JUNE 16, 1969

The morning was spent doing staff development which included announcements and reports.

Part of the afternoon was spent at 900 Madison, discussing follow-up sessions with Clarence Hall, who is the Director of New Careers. Mr. Hall felt we could only provide training every other Friday for four (4) hours. Two (2) hours for the morning class and the remaining two (2) for the afternoon class.

Mr. Hall also talked in terms of providing training for his staff.

I talked to Forestine Eubans who is one of the counselors in New Careers and she was in agreement with the follow-up session, but felt it should be longer.

I reported back to Bob and gave him the information. He felt a meeting with Hall, Eubanks and McCaskell would clarify the dates and time of training.

I also met with Walter Dixon, Director of Center "B". Recapturing the interest and attention of the persons in Center "B" as well as the community is his main priority.

Mr. Hardaway, Chairman of the Center Council has resigned. He spoke with Mr. Dixon on this matter and he said he felt he could no longer be useful to Center "B", mainly because of the incident which occurred in his tavern. Mr. Dixon asked me is a new Chairman should be appointed or elected and I told him that it wouldn't be wise to do either until they receive the support from each Council member.

TUESDAY, JUNE 17, 1969

I attended the City Council meeting whichwas held in the Council Chambers. The City Council presented a resolution apologizing to Governor Whitcomb for the disrespect he received at the Armory in Gary. Various individuals and organizations which make up P.O.W.E.R. were on hand to counter act the resolution. They spoke of the reasons why Whitcomb needed no apology.

The resolution was defeated.

Weekly Report - June 16-19, 1969 continued

WEDNESDAY,
JUNE 18, 1969

I met with Mr. Clarence Hall, Forestine Eubanks and Mr. McCaskell at 900 Madison to discuss the time and dates of the follow-up sessions.

It was agreed upon to meet every other Friday for four (4) hours Hall stated it would be impossible to lengthen the sessions because commitments have been made with Crane College.

THURSDAY, JUNE 19, 1969

Staff development was done in the earlier part of the day and Bob asked for announcements and reports.

There was a training session with the Welfare Mothers in East Chicago, but I didn't attend.

The day was spent mostly in doing the training design for the training session at East Chicago during the evening.

Respectfully submitted,
Latanza Willis
Latanza Willis

LW:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report June 20-26, 1969

I spoke to all of Center "A" Council members and explained about the meeting on the 26th of June and got commitments from all to attend the meeting.

On the 24th, the staff had a training session on "How to Run a Meeting" with the East Chicago Welfare Mothers. Most with commitments showed up. The meeting was held at one of the mothers' home. We passed out an outline for the running of a meeting. The mothers were pleased and seemed to be sure that their meetings would be a lot better.

On eht 26th there was a Center Council meeting at Center "A" on 1136 W. 5th Avenue, Gary, Indiana. A total of seven (7) persons showed up. The group discussed the drawing up of by-laws for the council and three (3) people including myself were assigned to write them up. New elections were discussed and a special meeting will be called for that purpose. All members are expected to bring someone in so as to get enough people to choose from for the new council. Flyers were also written up in Spanish and English and passed out in the community.

Respectfully submitted,

Hector Lopez

Hector Lopez

HL:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly Report, June 23-July 2, 1969

JUNE 23, 1969 - MONDAY

I attended a meeting with Jim Maloney who is a Vista Volunteer with the Neighborhood House. He is presently working with a group of White high school students who reside in Glen Park.

NAI will provide 4-days of training in the month of July. During July 8th and 9th the training will consist of Black history, past and present and on July 15th and 16th the training will consist of problem identification which includes housing, welfare, political power and education.

Some of the objectives are identifying racial attitudes and awareness of Black people.

JUNE 24, 1969 - TUESDAY

A training session was held with the A.F.D.C. Mothers' Club of East Chicago. Although there were only four (4) mothers preset at the session, we were still able to deal with someof their problems.

The main objectives were to present to them techniques on how to run a better meeting, also, we discussed problems in the organization and possible solutions to these problems.

During the earlier part of the day a meeting was called by Carmen. We prepared for the session which was held that night.

JUNE 25, 1969 - WEDNESDAY

I visited Center "B" twice and each time I couldn't make contact with Mr. Dixon, Center Director.

A P.O.W.E.R. meeting was held in the Neighborhood House at 4:00 p.m. The meeting was called to discuss possible plans of actions in case any members are indicted. They discussed means of obtaining funds for those who are indicted, lawyers and a clearinghouse. The Gary Neighborhood House was selected as the clearinghouse.

Someone spoke of having a mock legistative meeting in the Armory and invite Governor Whitcomb, the Mayor and State Representatives.

JUNE 26, 1969 - THURSDAY

During the morning NAI's staff worked on a design for the C.E.P. New Careers Enrollees.

I also visited Center "B" and discussed with Mr. Dixon the training held on June 28th.

Mr. Dixon felt most of the Council members in Center "B" would be involved in a bake sale on Saturday, therefore, it would be difficult to get them together.

JUNE 27, 1969 - FRIDAY

NAI provided training for the New Career Enrollees of C.E.P. The morning session was from 8 a.m. to 10 a.m. and the afternoon session was from 1:00 p.m. to 3:00 p.m.

The design used for the 8 a.m. to 10 a.m. was also used for the afternoon session.

Our main objective was to assist them in expressing their feelings. This was done through Johari's Window.

I would also add that we broke up into small groups. Each participant was able to discuss and share their opinions. We felt the participants were able to deal more effectively with themselves and each other in smaller groups. Participants were more free, open and honest which didn't take place in the session we held on June 3, 1969.

JUNE 28, 1969 - SATURDAY

The training session with the Center Council members was cancelled.

The reason for my Council members not attending the session can be found in the earlier part of the weekly report.

JUNE 30, 1969 - MONDAY

NAI's staff discussed the four (4) day training session to be held in the month of July, the dates being July 8, 9, 15 and 16. We also discussed the session with the New Career Enrollees and our responsibilities for the remainder of the week.

Weekly Report, June 23-July 2, 1969 continued

JULY 1, 1969 - TUESDAY

Several hours were spent at the library, during the earlier part of the day. We obtained books which would be relevant to the session. The session would be held the 8th, 9th, 15th and 16th of this month.

The books dealt with Black History past and present.

Afterward we discussed and divided the Black History between the staff. I attended the City Council meeting at City Hall in the evening. the P.O.W.E.R. resolution didn't come up on the floor because Councilman Smith wasn't present and the resolution to apologize to Governor Whitcomb was defeated.

The resolution dealt with Gov. Whitcomb conveneing a special session of the Indiana Legislature to do something about the crisis in Indiana's Welfare, Education and Health.

JULY 2, 1969 - WEDNESDAY

NAI's staff attended a meeting with the college students who are presently involved in the summer program at the Gary Neighborhood House. Mrs. Fields is their supervisor. We gave background information on NAI and SEDFRE.

One young lady asked what exercises and techniques were. We attempted to explain but felt it would be better to demonstrate.

The young ladies participated in the 5-Squares exercise. They were completely amazed and surprised with the results of the activity.

As a result of the exercise, a session will be held July 7 from 5p.m. to 10 p.m. NAI had spoken to them earlier in the week, but they felt the others were interested in some training. This is why we were invited to the meeting to present background information on SEDFRE and NAI.

I had a short meeting with Jim Maloney and we discussed final plans for the session which will be held the 8th and 9th of this month.

Respectfully submitted,
Latanza Willis
Latanza Willis

LW:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Weekly Report - June 27-July 2, 1969

FRIDAY, JUNE 27, 1969

The staff of NAI reported to 900 Madison Street to provide training for the CEP New Career Workers. This session started at approximately 8:30 a.m. and continued til 10:30 a.m.

The staff of NAI reported back to the office and discussed the session.

We went to lunch at 12:00 and reported back to 900 Madison St. to continue with the afternoon New Career Workers and trained and worked with them until 3:30 p.m. This session was to start at 1:00 p.m., but were informed that it would start at 1:30 p.m.

At 7:30 p.m. the Welfare Mothers had their meeting at the Gary Neighborhood House. This meeting was over at approximately 11:30 p.m. I was asked to attend by one of the mothers.

MONDAY, JUNE 30, 1969

Reported for work at 9:00 a.m. this date. The staff and myself discussed some points that came out in the two (2) sessions we held with the CEP New Career Workers.

Went to lunch at 12:00 noon and reported back at 1:00 p.m.

The staff worked on a design for the session with the East Chicago Welfare Mothers.

TUESDAY, JULY 1, 1969

Reported for work at 9:00 a.m. Started to work on my weekly report. Talked to Nancy, a member of the summer volunteer workers here in the Gary Neighborhood House, and she discussed the possibility of some future training with the rest of the summer workers. I was told that Tan had talked with her and the staff was invited to their meeting to be held on Wednesday of this week.

Weekly Report - June 27-July 2, 1969
continued

The staff and myself went to the Main Library to get some books on Black History. This was the start of our preparation for the training session to be held July 8th & 9th at the Open Door.

Reported back to the office and the staff discussed the parts that each member would discuss.

WEDNESDAY, JULY 2, 1969

Reported for work at 9:00 a.m. At 10:00 a.m., the staff met with the summer staff of the Neighborhood House. We discussed what we were about and had them do the 5-Square exercise to show them and tell them the objectives of such an exercise. They were very impressed and wanted some training at our earliest convenience. This training will take place on Monday, July 7th at 5:00 p.m. and will go til 10:00 p.m.

Went to lunch at 12:00 noon and reported back at 1:00 p.m. and started to study my assignment for the July 8th & 9th training session on Black History.

Respectfully submitted,

Fred Minor

Fred Minor

FM:cym

TO: Bob Jackson, Director,
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report June 27-July 3, 1969

The NAI staff had two (2) training sessions with the New Career workers at 900 Madison St., Gary, Indiana. One session was held in the morning and the other one in the afternoon. As the other training session we had before, the purpose of them was to get people to work together so as to do a better job.

I attended a meeting with the Mercy Committee of Our Lady of Guadalupe in East Chicago, Indiana regarding the housing problems in existence in that City. They would like to get some training but first we are to meet with them and discuss the problems in detail. Planning a meeting for next week.

The staff has been getting ready for the training session with the Glen Park group, who would like to know more about the problems of the Black people and Black history. We have been getting materials from the library and studying up for the sessions.

We met with the Gary Neighborhood House summer staff and will be giving them training starting Monday, July 7, 1969. The training will be for the purpose of the group knowing more about each other so they may do better job with their volunteer help to the Neighborhood House.

Respectfully submitted,

Hector Lopez

HL:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Weekly report - July 3-10, 1969

THURSDAY, JULY 3, 1969

Reported for work at 9:00 a.m. this date and completed my weekly report. The NAI staff discussed some ideas that they had about the session to be held on July 8 & 9 with the Glen Park participants. We also discussed something to do on Monday, July 7th with the summer staff of the Gary Neighborhood House.

FRIDAY, JULY 4, 1969

The staff was off because of the Holiday.

MONDAY, JULY 7, 1969

Reported for work at 9:00 a.m. The NAI staff started to work on a design for the session to be held on Tuesday and Wednesday, July 8 and 9 at the Open Door in Glen Park. The staff worked on the two designs all day.

TUESDAY, JULY 8, 1969

Reported for the training session at the Open Door in Glen Park. This session started at approximately 9:30 a.m. this date. There were only two (2) participants in this workshop. The NAI staff was in hopes that more participants would show up for the session since we were told that there would be approximately 10-15 particiapnts. The session was held til 12:00 noon and then stopped.

Reported back to the office at 1:00 p.m. to work on the next day's design since it had to be revised.

WEDNESDAY, JULY 9, 1969

Reported to the Open Door in Glen Park to continue the session . We were in hopes that more participants would be present and were also told that there would be more.

The CYO had a band practice, which the NAI staff knew nothing about. The same two (2) participants showed up. We waited for Jim Maloney to arrive and we informed him that the NAI would be unable to continue with the session because of the small number of participants and that it was his obligation to see that there was going to be a larger number of persons present as well as seeing that the room was available for us to have the training session.

There are two (2) more days next week that we had talked about for training and hope that Jim Maloney can get more participants to show up.

The staff reported back to the office and started to discuss the disappointment of the day.

At 12:30 , I attended a meeting at Campbell Friendship House with the Neighborhood Area Council. The meeting dealt maining with a survey that the House is planning to take in its' immediate area to let the community know of its summer programs and excursions.

THURSDAY, JULY 10, 1969

Reported for work at 9:00 a.m. and started to write my weekly report. The staff started to work on the training design for tomorrow. This session will be held at 900 Madison with the CEP New Career Workers. There will be two (2) sessions that day , a morning and an afternoon session.

Respectfully submitted,

Fred Minor

Fred Minor

FM:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly Report July 7-10, 1969

MONDAY, JULY 7, 1969

Monday was spent preparing for the training session to be held July 8-9, 1969. NAI staff completed the design and gathered materials to be used for the session.

The lectures on Black history were completed and transferred to newsprint in outline form.

TUESDAY, JULY 8, 1969

NAI staff arrived at Friar Tuck's Coffee House at 9:00 a.m. and no one was present.

After waiting in the car 1/2 hour, two participants and Jim Maloney arrived. Jim Malone, a VISTA Volunteer, is the project coordinator for Friar Tuck's Coffee House.

Jim was quite upset with the youth who hadn't arrived. He spoke of definate commitments from several youths who would attend the conference. Although many of the youths had summer jobs, he anticipated more than two participants.

The youth who are members of Friar Tuck's Coffee House received letters and a self address card to return immediately in the mail, telling them of the Conference. They were to contribute one dollar ($1.00) to cover lunch.

NAI's staff was uptight about the number of participants present, but our decision was to go on as scheduled. Possibly more participants would arrived later.

The session included lectures on African History and slavery. After the lectures, a discussion followed. The first session was held for 3 hours and no new participants arrived. It was then decided to continue the session for the next day because of no new arrivals.

The participants were white, high school students who reside in the Glen Park, Hobart areas. The Glen Park area is a white community presently seeking disannexation from the City of Gary.

The objectives of the session were to assist participants in identifying their racial attitudes and stereotype, creating an understanding and appreciation of Black people and provide cultural background information for Black history.

WEDNESDAY, JULY 9, 1969

NAI staff arrived at Friar Tuck's Coffee House at 9:00 a.m. and again, there were only two participants present.

NAI's staff was faced with the dilema of having or not having the training session.

Jim was again uptight about the members who had made commitments to be involved in the 4-day session. The staff, Jim and the participants present, decided to call off the session and possibly more participants would arrive for next week's session.

NAI felt it would be a duplication of efforts if we continued with the two participants.

THURSDAY, JULY 10, 1969

During the morning, the staff worked on the design to be used at the New Careers Enrollees' training session on July 11, 1969.

During the afternoon, I received a call from Bob Lee. He wanted me to assist him in providing training for a group of VISTA Volunteers.

The session was held at Metro Corps. Upon entering the room I found participants intellectualizing on subjects of race relations and Black history.

After awhile, it became apparent to me that they would continue to intellectualize. I took the rist of telling them that intellectualizing isn't a way of reaching the gut level feelings. I spoke of keeping the remarks to the here and now and also building a sense of community in the room.

The session began to move, but time was of essence. Bob and the participants thanked me for leading the session into a more deeper involvement.

During the evening, I attended a meeting at Center "B". It involved a group of people who are in a Black organization in the area of 11th and Jackson. Don Dinum was responsible for me being present at the meeting.

I discussed, in detail, background information on SEDFRE and NAI. The kits were also passed out.

The meeting was centered around building a strong black club in the community. I answered as many questions as possible on building a strong block club.

I told them to look over the material in the kits and possibly they can find out some of their meeds in the kits.

They agreed to do this and also call on NAI to provi de the training.

Respectfully submitted,
Latanza Willis
Latanza Willis

LW:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Weekly Report July 11-17, 1969

FRIDAY, JULY 11, 1969

The NAI staff reported to 900 Madison St., at 8:00 a.m. to provide training to the CEP New Careers. This session ended at 10:00 a.m.

The staff reported back to the office to discuss the session and make plans for the afternoon session back at 900 Madison with another group.

We went to lunch at 12:00 noon and returned to 900 Madison at 1:00 p.m. to continue with the afternoon calss. This session ended at 3:30 p.m.

The staff returned to the office to discuss the afternoon session.

At 7:30 p.m. I attended a meeting with the A.F.D.C. Mothers' Organization at the Gary Neighborhood House. This meeting was over at 10:00 p.m.

MONDAY, JULY 14, 1969

Reported for work at 8:45 a.m. to start on my weekly report. The staff started to discuss the design for the training session to be held July 15th, the next day at Friar's Tucks Coffee House

TUESDAY, JULY 15, 1969

The NAI staff reported to the Open Door Coffee House in Glen Park also known as Friar Tuck's Coffee House, for a training session. This session was a continuation of last week's session. This session began at 9:00 a.m. with approximately eight (8) participants. This a better showing than last week's session. This session was over at 3:30 p.m.

WEDNESDAY, JULY 16, 1969

The NAI staff again, reported to the Open Door Coffee House to continue the training session with the white youth of Glen Park, This session was over at 3:30 p.m.

The participants felt that they wanted to have another 1/2 day session the following day, Thursday, July 17, 1969, so the staff said we could.

Weekly Report July 11-17, 1969 continued

THURSDAY, JULY 17, 1969

At 9:00 a.m., the NAI staff went to the Open Door Coffee House to have a 1/2 day session with the youth of Glen Park. This workshop was over at 12:00 noon.

The staff reported to the office after lunch and discussed the training session with Carmen.

Respectfully submitted,

Fred Minor

Fred Minor

FM:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report July 11-17, 1969

We supposed to have a meeting with CEP's Center Council "A", but only three (3) people besides myself showed up so it was cancelled.

I spoke to Miss Cecilia Preciado from Washington, D. C., who works with the Mexican American Affairs, about the housing problems in East Chicago. She referred me to Mr. Ruben Alfaro in Lansing, Michigan and she will call again so as to keep me informed on anything that develops in Washington, D. C. that we might be interested in. A letter contained various correspondence that the Mercy Committee of our Lady of Guadalupe has had with the various city officials ie. Mayor's office, Chamber of Commerce, Housing Authorities in East Chicago has been mailed to Miss Preciado and Mr. Alfaro and I am presently waiting their reply. Mr. Victor Martinez, Chairman of the above mentioned Committee sent me the materials.

I have been talking with the Center "A" Council members and working on designs for training session that NAI will have and has had with the Northwest Indiana Youth Development Organization. This is an all white youth organization in Glen Park. Most of the youth are in their late teens.

We had a training session with the English learning classes of Jefferson School and after the session I spoke with a lady about having a training session with another group of people that she organized. She will call me so as to make sure that the group wants the session. The sessions for the next two (2) days, the following two (2) weeks were cancelled by them cause they discovered that they had asked us to do what they had prior to our session with some other guests. This coming August they will contact us for training and not lecturing.

Respectfully submitted,

Hector Lopez

Hector Lopez

HL:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly Report , July 11-17, 1969

FRIDAY, JULY 11, 1969

A session was held with the New Careers Enrollees of CEP at 900 Madison St. There was a session from 8:00 a.m. to 10:00 a.m. and another one at 1:00 p.m. to 3:30 p.m. The design was the same one for both sessions.

We introduced new norms in addition to the old ones. The fantasy game and communication exercises were used.

The main objective again was to assist them in expressing their feelings. Many of the participants are still not being honest and open. (A very difficult group to train).

MONDAY, JULY 14, 1969

NAI made a design for a session which was held July 15, 1969.

The staff discussed reports, announcements and information pertaining to the 4-day training session.

TUESDAY, JULY 15, 1969

The third day of training was provided for members of Friar Tuck's Coffee. The session was from 9:00 a.m. to 3:00 p.m. There was a total number of 8 participants in the session.

The norms were presented and a critique on Black history was given. A discussion followed the norms and Black history. Black awareness test and the Old Lady were tools used for T-Grouping.

The kids were sharp and articulate.

WEDNESDAY, JULY 16, 1969

The participants were more honest and open by the end of the day. The session was from 9:00 a.m. to 4:00 p.m.

Johari's Window, Which is your Box? and the Tinker Toys stirred up interaction within the group which proved to be interesting.

Weekly Report July 11-17, 1969 continued

THURSDAY, JULY 17, 1969

A 1/2-day was spent at Friar Tuck's to receive feedback on the past day's training session and further discussion on what participants could do to further counteract racial polarization in Gary. The session lasted from 9:00 a.m. to 11:30 a.m.

"How to Follow Instructions" and Evaluation sheets wrapped up the day.

A training session with two (2) Spanish-speaking classes at Jefferson School was given in the evening, starting at 6:30 p.m. We gave them information on NAI/SEDFRE and explained the government structure of the City of Gary.

Respectfully submitted,

Latanza Willis

Latanza Willis

LW:cym

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

~~Shirley~~
Marvin

July 18, 1969

Mrs. Shirley Lacy
Scholarship, Education and Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

Re: Activities of NAI from June 24-July 17, 1969

Dear Shirley:

The following is the NAI's report during the absence of its Director, Bob Jackson:

On June 24, a training session with the Welfare Mothers' Organization of East Chicago, Indiana was to commence at 6:30 p.m. Upon arrival, the NAI staff was greeted by two (2) members and it wasn't until 7:00 p.m. when there was a total of four (4) members, that the session started.

Those present wanted to start the session and felt that everyone was informed of the time and meeting place and could not make us wait any longer and they too, were anxious to get started.

The objectives of this workshop were to help the participants to run a better meeting and the staff brought the fact that if a good meeting is not being conducted there must be some personal hang-ups preventing a good meeting.

NAI identified the responsibilities that the officers should have in their respective offices and asked the member if they saw additional responsibilities that the officers should be aware of in their duties. Some felt that the Acting-President (at the present time all officers are temporary since they are just beginning their organization), ran out out of patience very quickly and loses interest when she does not have a good command of the meeting---very critical and very defensive also. They also felt that the officers did not know their roles and responsibilities. This was only because they had no one to tell them what those responsibilities were and had not done any research to find out.

The NAI staff gave them a sample of an "Agenda" and told them the importance of an agenda at every meeting. Some materials were passed to the group on "How to Run a Better Meeting" and the duties of each of the officers were brought out as well.

The design had to be changed because of the number of participants present, but it was said by all that the objectives were met by the NAI. This session was adjourned at approximately 9:00 p.m.

The staff spent most of the morning at the library on July 1st to obtain books dealing with Black History to study and get ready for a training session to be held on July 8, 9, 15 and 16th. Upon arriving at the office, we discussed the books and divided the material between the staff.

Fred Minor and Latanza Willis attended the City Council Meeting at City Hall in the evening. At this time, one of the Councilmen was to present a resolution apologizing to Governor Whitcomb for the disorders and the "eat in" that took place at the Gary Armory during his visit in Gary. An organization started shortly after the incident at the Armory and known and P.O.W.E.R. (People Organized for Welfare, Eucation and Rights)wrote up a counter-resolution stating that Gary had nothing to apologize to Governor Whitcomb for and that the group present at the Armory was merely showing their disapproval of the Governor's actions in reference to Indiana's Welfare, Education and Health Bills. The original resolution was defeated and so the counter-resolution never came to the floor.

Hector Lopez attended a meeting at East Chicago, Indiana that evening with a group of Latin American people who are concerned with housing conditions in the City and were interested in training on how to go about getting some action from the City Administration and possibly the State if necessary in order to improve housing conditions. The staff will meet with the group during the fourth (4th) week in July.

On July 2nd, the NAI staff attended a meeting with eight(8) college students involved in the summer program in the Gary Neighborhood House. They were interested about NAI and wanted information as to the type of work and training we do. They were given a short briefing on NAI/SEDFRE and passed out "kits" to them. We also had them do the 5-Squares Exercise since they were so interested in knowing what kind of techniques we used in our session. As a result of the exercise, a training session will be held on July 21st from 5:00 p.m. to 10:00 p.m.

Latanza Willis had a short meeting with Jim Maloney, a VISTA volunteer, and final plans for the training session to be held at Friar Tucks Coffee House with a group of Catholic Youth Organization members dealing with attempts to provide the members (all white) with cultural background information on Black history.

?

The training session with the Spanish-speaking classes at Jefferson School was cancelled because they had several speakers who were not expected to appear on July 3rd and did at the last moment. Also, the session for July 10th was cancelled for the same reason.

On July 7th, the staff spent all day preparing for the training session on the 8th and 9th. The lectures on Black History were completed and transferred to newsprint in outline form. Copy of this training session in enclosed.

on July 8th, the NAI staff arrived at Friar Tucks Coffee House at 9:00 a.m. and no one was present. After waiting for one-half hour, two (2) participants arrived and shortly after Jim Maloney, project coordinator for Friar Tucks Coffee House. Jim was quite upset with those who had promised to come and hadn't since he had told the NAI that he had received definite commitment from several youths. Although many of the youths have summer jobs, he anticipated more than two (2) participants.

The youths who are members of Friar Tucks Coffee House received a letter and a self-addressed card in the mail telling about the conference. They were to return same thereby letting Jim Maloney aware of their coming. A One Dollar ($1.00) contribution was requested as registration fee.

The NAI staff was "up-tight" about the number of participants, but the decision was to go on as scheduled in the hopes that more would arrive later.

The session was held for three (3) hours and no new participants arrived. It was decided to continue the session for the next day.

The participants were White, highschool students who reside in the Glen Park area, a white community, who is presently trying to disannex from the City of Gary.

The objectives of the session were to assist participants in identifying their racial attitudes and stereotype, creating an understanding and appreciation of Black people and provide cultrual background information of Black history.

Latanza Willis had a short meeting with Jim Maloney, a VISTA volunteer, and final plans for the training session to be held at Friar Tucks Coffee House with a group of Catholic Youth Organization members dealing with attempts to provide the members (all white) with cultural background information on Black history.

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The objectives of the session were to assist participants in identifying their racial attitudes and stereotype, creating an understanding and appreciation of Black people and provide cultrual background information of Black history.

The next day, July 9th, the staff arrived at Friar Tuck's Coffee House at 9:00 a.m. and again, there were only two (2) participants present. The staff was faced with the dilema of having the session or cancelling it for that day. Jim was quite upset about the members who had made commitments to be involved in the 4-day session.

On July 11th, the staff conducted a training session with CEP's New Career Enrollees at 900 Madison St. The session began at 8:00 a.m. and lasted until 10:00 a.m. The objectives were the same as for the session on June 27th. There were approximately 21 participants present. The Fantasy Game was used in the design. The same design was used for the afternoon session which began at 1:00 p.m. and lasted until 3:00 p.m. There were approximately 23 participants in the afternoon session.

On July 15, 16 and 17th the NAI staff conducted a follow-up session with the White high school students at Friar Tuck's Coffee House. The group attendance improved from the first session and the design that was schedule for the 9th was used on the 15th because on the 9th there was a lack of participants and the session was cancelled for that day. The objectives of the training session were as follows:

(1) Assisting the participants in identifying racial attitude and stereotypes
(2) Understanding and appreciating of Black people
(3) To provide participants with cultural background of the Black man and his history.

July 17, 1969, was selected for a training session with two (2) Spanish speaking classes at Jefferson School. We gave them information on NAI/SEDFRE and explained the governmental structure of the City of Gary.

The rest of the dates and time not mentioned in the above report was used in reading and studying the materials used for the training sessions in reference to Friar Tuck's Coffee House and structure of the city government. The staff has also been in contact with the CEP Center Council members.

I'll be sending you a report for the week of the 21st of July by the 28th.

Sincerely,

Carmen Moreno

CM:cm

TITLE:	PERSONAL GROWTH LAB
SPONSORED BY:	Neighborhood Action Institute of SEDFRE 1700 Adams Street Gary, Indiana 46407 (219) 885-4316
PARTICIPANTS:	Catholic Youth Organization Members of Glen Park
PLACE:	Friar Tuck's Coffee House 735 West Ridge Road Gary, Indiana 46408
DATE:	July 8, 9, 15, 16 and 17, 1969

Northwest Indiana Youth Development
Training Session

JULY 8, 1969

FIRST DAY - TUESDAY

9:00 - 9:15 a.m.	Introduction of SEDFRE/NAI and trainers - Fred
9:15 - 9:20 a.m.	Philosophy of Training - Fred
9:20 - 9:50 a.m.	Lecture on African History and Slavery - Latanza
9:50 - 10:15 a.m.	Discussion Method: Total Group
10:15 - 10:30 a.m.	Lecture: Black Man in the American Revolution -Fred
10:30 - 11:00 a.m.	Discussion Method: Total Group
11:00 - 12:00 noon	Lemon Exercise - Hector

JULY 9, 1969 – July 15th

SECOND DAY – WEDNESDAY

9:00 – 9:15 a.m.	Micro Lab with music – Hector
9:15 – 9:30 a.m.	Critique – Staff
9:30 – 9:45 a.m.	Lecture: Black Man in the Civil War – Tan
9:45 – 10:15 a.m.	Lecture: Black Man in the Reconstruction Period– Fred
10:15 – 10:45 a.m. ?	Discussion Method: Total Group
10:45 – 11:00 a.m.	Latin American Oppression – Hector
11:00 – 11:15 a.m.	Discussion Method: Total Group
11:15 – 11:30 a.m.	"Black Awareness Test" – Fred
11:30 – 1:00 p.m.	LUNCH
1:00 – 1:15 p.m.	Lecture: Present Day Black Man – Fred
1:15 – 1:45 p.m.	Discussion Method: Total Group
1:45 – 2:00 p.m.	"Old Lady" – Tan
2:00 – 2:15 p.m.	Norms – Tan
2:15 – 2:30 p.m.	Lecture: Social Problems – Hector
2:30 – 3:15 p.m.	Discussion Method: Total Group
3:15 – 3:30 p.m.	BREAK
3:30 – 4:00 p.m.	Tinker Toys Simulation – Build your conception of the City of Gary.
4:00 – 5:00 p.m.	Feedback: Fishbowl and General Discussion

NOTE: Since this day's training session was cancelled, the above design was used for July 15th. Hector Lopez was absent so the Latin American Oppression lecture was omitted and Tan and Fred gave the lecture on Social Problems.

JULY 16, 1969 & July 17, 1969

9:00- 9:15 a.m.	Micro Lab with Music - Hector
9:15 - 9:30 a.m.	Norms - Tan
9:30 - 10:30 a.m.	Which is your Box? - Tan
10:30 - 12:00 noon	Tinker Toys Simulation: Build your Conception of the City of Gary -Tan, Fred
12:00 - 1:00 p.m.	LUNCH
1:00 - 2:30 p.m.	Johari's Window - Fred

JULY 17, 1969

9:00 - 11:00	Feedback on the past days' training session and further discussion on what participants could do to further counteract racial polarization in Gary.
11:00 - 11:15 a.m.	"How to Follow Instructions" - Hector
11:15 - 11:30 a.m.	Evaluation - Hector

NOTE: Hector Lopez was absent on this day also and Tan and Fred took over whenever he had a part to do. The participants requested an additonal 1/2 day training session to sum things up.

[illegible]
[illegible] July
8, 15, 16 + 17

EVALUATION FORM

1. HOW HAS THE TRAINING AFFECTED YOU?

The training has given me a few points that I hadn't seen before.

2. WHAT WERE THE STRONG POINTS?

The strongest point is the fact that you could say what you wanted to and when you wanted to. Another strong point that there was no teacher pupil thing.

3. WHAT WERE THE WEAK POINTS ?

There didn't seem to be enough time to really talk.

4. DO YOU FEEL THE TRAINERS WERE EFFECTIVE? WHY?

They were effective because they knew generally what they were saying.

5. DO YOU FEEL THIS TYPE TRAINING IS EFFECTIVE? WHY?

It is effective if those who participate bring to others what they feel.

6. WOULD YOU LIKE MORE? WHY?

I think I would like more because it helps make me feel trusted and if I wanted to say something I could.

EVALUATION FORM

1. HOW HAS THE TRAINING AFFECTED YOU?

I have learned alot of things that I did no
know about blacks and other whites. I have
learned how I can communicate with other peopl

2. WHAT WERE THE STRONG POINTS?

That everybody made a contribution in ou
talks.

3. WHAT WERE THE WEAK POINTS?

That ~~The~~ I did not understand something
of discusion

4. DO YOU FEEL THE TRAINERS WERE EFFECTIVE? WHY?

Yes very much so, because they spoke out
and made true feelings and they made us
feel at home.

5. DO YOU FEEL THIS TYPE TRAINING IS EFFECTIVE? WHY?

Yes, because I learned how I can ~~do~~ help
ease racial tension.

6. WOULD YOU LIKE MORE? WHY?

Yes, because I am a person who wants to
learn.

EVALUATION FORM

1. HOW HAS THE TRAINING AFFECTED YOU?

— Have had similar sessions so there was no real effect on me personally

2. WHAT WERE THE STRONG POINTS?

Made kids aware of what is going on around them & what the real causes are

3. WHAT WERE THE WEAK POINTS?

Small attendance – not the fault of NAV

4. DO YOU FEEL THE TRAINERS WERE EFFECTIVE? WHY?

Yes - able to communicate well with kids because they treated them as equals in a learning situation

5. DO YOU FEEL THIS TYPE TRAINING IS EFFECTIVE? WHY?

Yes - open the participants to new ideas — also lets them open up in ~~an~~ a stimulating environment

6. WOULD YOU LIKE MORE? WHY?

Yes - beneficial for the kids - gives them something they can't get in home, church or school.

EVALUATION FORM

1. HOW HAS THE TRAINING EFFECTED YOU?

It has convinced me that it is possible to intentionally develop a set a social constructive social attitudes.

2. WHAT WERE THE STRONG POINTS?

I feel ~~that~~ all of the participants made a truly strong effort to contribute personally — and did so successfully.

3. WHAT WERE THE WEAK POINTS?

I'm too emotionally attached to our program to objectively look at, any of its (possible) faults!!!

4. DO YOU FEEL THE TRAINERS WERE EFFECTIVE? WHY?

Yes. Because the kids seemed to be able to relate to the trainers — personally. Which helped to give their actions and opinions a considerable degree of punch.

5. DO YOU FEEL THIS TYPE TRAINING IS EFFECTIVE? WHY?

Yes. Because it "humanizes" the participants

6. WOULD YOU LIKE MORE? WHY?

Because I feel ~~it~~ we have been successful — ~~and~~ we shall (and should) enlarge and continue this effort so that our gains and momentum is not lost.

EVALUATION FORM

1. HOW HAS THE TRAINING AFFECTED YOU?

The traning has been a great help.
to me in all honesty. It has help
teach me many things I was unaware
of.

2. WHAT WERE THE STRONG POINTS?

The thinking of how to help the
black people reach their full
identity in society.

3. WHAT WERE THE WEAK POINTS?

The talks of reporters as news medi
and on
the politics of our nation

4. DO YOU FEEL THE TRAINERS WERE EFFECTIVE? WHY?

Yes very mush so because of
the feeling of ~~[illegible]~~ closeness
between ~~the~~ trainers and
~~we~~ the participites

5. DO YOU FEEL THIS TYPE TRAINING IS EFFECTIVE? WHY?

The answer of no. 4 fits this
very well.

6. WOULD YOU LIKE MORE? WHY?

Yes because I reach a greater
feeling of learning.

EVALUATION FORM

1. HOW HAS THE TRAINING EFFECTED YOU?

I came out with a much stronger sense of conviction to remedying the basic white problem of attitude. I felt a definate sense of "together" which means "hope."

2. WHAT WERE THE STRONG POINTS?

This emergence of community of oneness.

3. WHAT WERE THE WEAK POINTS?

The lack of real controversy (if a few conservative kids ~~pa~~ were prese

4. DO YOU FEEL THE TRAINERS WERE EFFECTIVE? WHY?

Yes. I don't know if they are just good at creating community feeling or what but this was the real effectiveness

5. DO YOU FEEL THIS TYPE TRAINING IS EFFECTIVE? WHY?

6. WOULD YOU LIKE MORE? WHY?

Yes. To prevent my losing sight of the hope of affecting change in white attitudes

EVALUATION FORM

1. HOW HAS THE TRAINING EFFECTED YOU?

A feeling of security - An ability to open up & speak my mind. I gave see trust & a feeling of ease with these people.

2. WHAT WERE THE STRONG POINTS?

The experimental method of presentation was excellent. The participation of each member as for a learning & sharing experience

3. WHAT WERE THE WEAK POINTS?

At first conversation lapsed

4. DO YOU FEEL THE TRAINERS WERE EFFECTIVE? WHY?

Yes - They were at ease therefore helping the participants to become so.

5. DO YOU FEEL THIS TYPE TRAINING IS EFFECTIVE? WHY?

It has a give & take of learning & ideas

6. WOULD YOU LIKE MORE? WHY?

I think it is a much more effective way of teaching because the individual gets more out of it as a participant.

Youths to Study City Problems

A four-day symposium that will examine problems facing cities and the nation will be held Tuesday and Wednesday, July 15 and 16, at the Open Door, 732 W. Ridge Road.

The symposium is sponsored by the Northwest Indiana Youth Development, an indenpendent youth organization that operates the Open Door as a youth center.

The symposium will be presented by the Neighborhood Action Institute, the training agency of the Scholarship, Education and Defense Fund for Racial Equality.

Project coordinator James Maloney said the meetings are intended "to make the youth of Gary aware of the crucial problems facing our city and country and give them some insight into what can be done to alleviate those problems."

The opening session will be devoted to black history and the history of America's other minorities. The second session will be to identify social problems in the areas of housing, welfare, employment and justice.

Subjects of subsequent meetings are (1) how the poor view themselves and the world around them and (2) how the symposium participants view the poor and their problems.

The meetings will be led by Miss Latanza Willis, of the Neighborhood Action Institute; Fred Minor, a former Gary policeman, and Hector Lopez, a Gary resident.

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The meetings will be led by Miss Latanza Willis, of the Neighborhood Action Institute; Fred Minor, a former Gary policeman, and Hector Lopez, a Gary resident.

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report July 18-24, 1969

This week the NAI staff had a training session with the Gary Neighborhood House summer staff. It was mostly sensitivity for the purpose of developing better relationships between the girls. The girls felt and the staff did too, that the training did a lot of good because they found out things about each other that they didn't know before.

I had a meeting with the Puerto Rican Committee to see Mayor Hatcher on the proclamation of the Puerto Rican Week, but it was put off till Wednesday, because the press was not present.

We had a follow-up session with the Neighborhood House summer staff. The follow-up session was to finish the first training session. That session was not finished because the girls had other work to do that they were not expecting to do at that time.

I met with Mayor Hatcher and the Puerto Rican Committee for the purpose of setting up the time of the proclamation and what activities were going to be held throughout the week.

I met with Mr. Hernandez of Human Relations to discuss some of the problems of the Lation American Organization (LAO). We talked about why LAO had not been funded when an organization out of the target area had been funded and also to see if we could get the organization back as a group to see if they will do something constructive for themselves andthe community. We decided to wait until we were sure if the organization was going to be refunded or not.

I met with the Mercy Committee on housing problems in East Chicago, Indiana, and spoke about different ways to go about solving some of the problems. Also met with the Latin Kings, a street organization and spoke about getting the boys to do something constructive. Next Thursday, there will be another meeting in which the NAI staff will be present so we can plan for future sessions with them.

Respectfully submitted,
Hector Lopez
Hector Lopez

HL:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly Report July 18-24, 1969

FRIDAY, JULY 18, 1969

NAI staff was involved in a staff development meeting during the morining. Announcements and reports were made at the meeting.

A design was made for the training session which was held July 21, 1969. Materials to be used for the session were compiled.

MONDAY, JULY 21, 1969

NAI provided training for the summer staff of the Neighborhood House. The session was held at the Neighborhood House located at 1700 Adams St. The session began at 1:00 p.m.a dn ended at 6:00 p.m.

The participants were a group of young ladies who are from various colleges and cities in the U.S. The total number of participants present were eight (8). The racial make-up was three (3) Black and five (5) white.

The objective of the session was to establish participants' identity to become more aware of one's self, to see how other participants view each other and better working relationships as well as better personal relationships.

Exercise and techniques used to meet the objectives were the norms, collage exercise and identity exercise.

TUESDAY, JULY 22, 1969

A meeting involving the staff was called by Carmen. We discussed reports, present and past activities and announcements.

Jim Maloney who is the project director of Firar Tuck's called ameeting in the afternoon. We discussed possible follow-up sessions and our views on the session held in Glen Park.

He is sending a letter to Bob Jackson and SEDFRE. The staff also stapled together copies of SEDFRE background information which Carmen ran off.

Weekly Report July 18-24, 1969 continued

WEDNESDAY, JULY 23, 1969

The session which was held July 21st with the summer staff of the Neighborhood House was completed on this day.

We completed all of the collage. The coin exercise and "How to Follow Instructions" wrapped up the session.

The session lasted from 1:00 p.m. to 4:30 p.m. The toal number of participants were severn (7).

Benefits derived from the session can be found on the evaluation sheets. All felt the session was helpful in helping them open-up and express their gut-level feelings.

THURSDAY, JULY 24, 1969

NAI staff worked on and completed a design to be used for a session with the New Career Enrollees. The session will be held July 25, 1969.

Materials for the session were complied.

A meeting with Ida Lopez to discuss possible training sessions.

Respectfully submited,
Latanza Willis
Latanza Willis

LW:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Weekly Report July 25-July 31, 1969

FRIDAY, JULY 25, 1969

The NAI staff reported to 900 Madison Street, to provide training for the CEP New Career Enrollees. This session began at 8:00 a.m. and was over at 10:00 a.m. This was the last session to be held this month, so the NAI staff passed out evaluation forms.

The NAI staff reported back to the office to discuss the process that took place in the session.

At noon, the staff went to lunch and reported back to 900 Madison for the afternoon session which began at 1:00 p.m. and ended at 3:00 p.m.

MONDAY, JULY 28, 1969

Reported for work at 9:00 a.m. and started to work on my weekly report. The staff discussed the process that went on in the training session Friday of last week and also looked over the evaluation forms.

At 10:00 a.m. Mrs. Nancy William came into the office and we discussed some future training with some people in Hammond. This session would be in September or October of this year. Mrs. William said that she would go back to the people and find out some of the tings they would like to see come out of this session.

The staff went to lunch and returned at 1:00 p.m. and started to discuss Bob's return and what type of adjustments if any, would be made. It was thought by all that the staff had grown a lot. The staff also thought that this was the best thing that could have happened. The staff got a chance to stand on its own two feet without relying on the Director.

TUESDAY, JULY 29, 1969

I reported for work at 9:00 a.m. and started to wrie my weekly report, at which time Carmen told the staff that Bob would be in town at noon.

At approximately 10:50 a.m. I started on my way to pick Bob up at the airport. I returned at approximately 2:45 p.m. I then went to lunch and returned to the office and was informed that there would be a staff meeting at 4:00 p.m. The staff meeting didn't take place. The staff was told that it would be at 9:00 a.m. the next morning.

WEDNESDAY, JULY 30, 1969

The NAI staff held a staff meeting at 9:00 a.m. this date. The purpose of this meeting was to bring Bob up to date on the activities the staff had been doing in his absence. This meeting lasted most of the day.

Bob gave each member an assignment to bring in the following morning.

THURSDAY, JULY 31, 1969

Reported for work at 9:00 a.m. The staff was waiting for Bob's arrival so we could give him our assignments. The staff received word that Bob would be in at noon.

The staff went to lunch at noon and returned at 1:00 p.m. this date. Bob went to a meeting at the Gary Neighborhood House and the staff finalized their assignments.

After the meeting, Bob came in and gave the staff another assignment and then dismissed us.

Respectfully submitted,

Fred Minor

Fred Minor

FM:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report July 25-31, 1969

The NAI staff had a training sessionwith the CEP New Career Enrollees. The NASA exercise was used so as to try and get them to work together. The exercise proved that they had improved since we first started giving them training and they saw this also.

I talked with Center "A's" Council members and they seemed to be disgusted and wanted to quit the Council. I'm working to try and convince them to stay.

I have also been talking to some of the active Latin American people in the City to organize a Latin American Center for the purpose of having the Latin people united helping each other with employment, welfare, schooling, housing, civil rights, etc. I will be having a dinner with 18 people, 1/2 Mexican and 1/2 Puerto Rican at my house, Friday, August 1st to discuss this matter.

I attended a meeting with the Latin Kings, a street organization in East Chicago, Indiana, at the Lady of Guadalupe Church. We talked about how important it was to be organized for a good cause and not just a street gang out for fun in any way it can be found. Officers were elected in order to start working as an organization. They would like the NAI staff to give them training to keep them going as an organization. A training session is set for the 7th day of August from 6:00 p.m. to 8:00 p.m. The first session will be on how to run a better meeting and follow up sessions will be scheduled at the end of each session.

Respectfully submitted,

Hector Lopez

HL:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly Report July 25-31, 1969

FRIDAY, JULY 25, 1969

Two (2) training sessions were held for the New Career Enrollees of the Concentrated Employment Program at 900 Madison Street.

The design was used for the morning and afternoon sessions. The design consisted of new norms and the NASA exercise.

The objectives of the session were to assist them in working together and making decisions by group concensus.

Many of the participants gave up and withdrew because they were unable to agree or partially agree on a solution.

Evaluation sheets were passed out because training ended for the month of July.

MONDAY, JULY 28, 1969

The morning began with a meeting of the staff of the Neighborhood Action Institute. We discussed process which took place in the training sessions held at 900 Madison Street, Friday. We also discussed the evaluation forms.

A meeting was held at 10:00 a.m. with Mrs. Nancy William who works at the Y.M.C.A. in Hammond, Indiana. During the meeting, we discussed future training sessions which would be held in Hammond, Indiana.

The sessions would be in September or October of this year, and it would deal with the whole issue of racial polarization, human relations and race relations.

Mrs. Williams will contact the people and find out their needs. Fred and I will be in constant contact with Mrs. Williams.

A staff meeting was held and our discussion centered around the staff's growth and development, during Bob's absence.

TUESDAY, JULY 29, 1969

During the morning, I read materials in my "bible" and worked on my weekly report.

A staff meeting was to be held at 4:00 p.m., but it didn't take place until the following day because our Director, Bob, had another meeting at City Hall.

Weekly Report July 25-31, 1969 continued

WEDNESDAY, JULY 30, 1969

NAI held a staff meeting during the morning and the meeting extended into the evening. We discussed past activities, reports and announcements during the meeting.

The issues of progress and direction during Bob's absence were also discussed.

Bob gave each member an assignment to bring in the following day. Each one of the staff members had to prepare a paper on the future of the Neighborhood Action Institute.

THURSDAY, JULY 31, 1969

Reported for work at 9:00 a.m. and the staff was waiting for Bob's arrival. We were to report on our assignments, but we received work that Bob wouldn't be in until noon.

Bob returned at 1:00 p.m. and reports were given by each staff member on the future of NAI.

Additional assignments were given to each of us. The assignments were prepared for Friday, August 1, 1969.

Respectfully submitted,
Latanza Willis
Latanza Willis

LW:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report August 1-7, 1969

Met with the NAI Board, there were four (4) Board members present. NAI's work for the past three months was explained to the Board also, the plans for the future of NAI and the contract with Model Cities and Metro Corps.

Had a meeting at the Y.M.C.A. Cafeteria with nine (9) Spanish community people to discuss the Gary Festival. The Gary Festival is where the nationalities of Gary set up an exhibition of the way their country is. The Festival is set for the last week of August. This group was called together by Pete Vaca of the Urban League.

Had a training session with the Latin Kings but it was cancelled because the place where the session was to be held was being occupied, and by the time they were finished, it was too late to go into anything so all that was done was to have their regular meeting and a picture was taken for the Latin Times and a story will be printed about the training NAI will be doing with them.

Will be having a training session with them on Wednesday, August 13th.

Have been talking to people about the meeting for the establishment of a Latin American Center. The meeting will be Friday, August 8th at the Knights of St. John Club.

I also have been getting in contact with the CEP Center Council members from Center "A" so as to get them back together. A meeting has been called for Thursday, August 14th at 7:00 p.m. at the Center "A" office.

Respectfully submitted,

Hector Lopez

Hector Lopez

HL:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Weekly Report August 1-7, 1969

FRIDAY, AUGUST 1, 1969

The NAI staff was at the office at 9:00 a.m. this date. I was working on my weekly report and the assignments that Bob had given me.

The staff went to lunch at noon and returned back to the office at 1:00 p.m.

The staff of NAI had a staff meeting the rest of the day.

MONDAY, AUGUST 4, 1969

Reported for work at 9:00 a.m. and began writing my weekly report to keep it up to date.

The NAI staff had a staff meeting and the futureof NAI was discussed.

At 6:00 p.m., there was a Board meeting of NAI. This meeting was designed to inform NAI Board members of the progress of NAI and future prospectives.

TUESDAY, AUGUST 5, 1969

At 8:30 a.m. I went to 900 Madison Street to Mr. Hall's office to pick up some information, but I was referred to the Job Clinic on West 5th Avenue. I reported back to the office to continued writing my weekly report. I returned to the Job Clinic on West 5th Avenue to get the information. I returned to the office at 11:00 a.m.

The staff went to lunch at noon and returned at 1:00 p.m.

I went to the Urban League to get the names of the Presidents of the different Block Clubs in Gary.

There was a staff meeting at 4:30 p.m. The purpose was to find out what progress the staff had made on their assignments.

Page Two
Weekly Report August 1-7, 1969 continued

WEDNESDAY, AUGUST 6, 1969

This morning, I worked on my weekly report and the assigment given me. At the completion of my report, I went to the field to contact and identify some block clubs.

I went to 11th & Jackson Street to talk with Don , but he didn't report for work. After which I went to lunch at noon.

At approximately 5:15 p.m., I went to see Mrs. Watts, Presidentof some 200 block clubs in Gary. She was not at home.

THURSDAY, AUGUST 7, 1969

The staff of NAI had a staff meeting at 10:00 a.m. Bob had to leave early and asked if we could continue the meeting at 2:00 p.m.

The staff returned to the office at 2:00 p.m. to continue with the staff meeting. After the meeting, Bob said that we would have a meeting at his house at 7:30 p.m this date. The purpose was to make a design for Friday's session with some VISTA volunteers and also to deal with Hector and some of his hang-ups.

I went into the field to make some contacts.

At 7:30 p.m. the staff met at Bob's house and waited for Hector to show up, but he didn't. We completed the design and Bob dismissed the staff at approximately 10:30 p.m.

Respectfully submitted,

Fred Minor

Fred Minor

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly Report August 1-7, 1969

FRIDAY, AUGUST 1, 1969

I worked on my assignment which dealt with NAI perspective for the year 1970.

During the afternoon, each staff member gave reports on NAI's perspective for the year 1970.

The staff's meeting continued into the evening and new business as well as announcements were given.

MONDAY, AUGUST 4, 1969

The staff of NAI was involved in a short meeting which dealt with NAI"s perspective for the year 1970.

At 6:00 p.m., a Board meeting was held which involved members of NAI's Board of Directors, Director of NAI and staff members. The meeting was to inform the Board members of the progress being made by NAI and the future of NAI.

TUESDAY, AUGUST 5, 1969

During the morning, I called Jean Shiras, who is president of the League of Women Voters, but I was unable to reach her.

My purpose for calling was to set up an appointment to discuss the issues of human and race relations in the City of Gary and possible training sessions with the League of Women Voters regarding this matter.

I also called Mr. Ray Stinson, who is manager of the Tax Research Department with office at the Chamber of Commerce. He is also acting Executive Director of the Chamber of Commerce.

I met with Mr. Stinson at 3:00 p.m. at which time I discussed background information on SEDFRE AND NAI. A kit was also given to him.

We discussed the issues of racial polarization in the City of Gary and possible training sessions with members of the Chamber of Commerce, on the issues of racial polarization, human relations and race relations.

Mr. Stinson will publish information on SEDFRE and NAI in a monthly newsletter that is published by the Chamber of Commerce. I will write the article to be published. He will also assign the information to a committee for further study and I will be asked to discuss racial polarization, SEDFRE/NAI and training sessions at the monthly meetings.

Mr. Stinson felt a training session which involved the Chamber of Commerce is a wonderful idea to improve race relations in Gary. I will be in constant contact with Mr. Stinson on this issue.

A staff meeting was held at 4:30 p.m. to discuss our individual assignments, reports and announcements.

WEDNESDAY, AUGUST 6, 1969

During the morning, I visited Center "B", but was unable to rach Walter Dixon, Director of that Center.

My main purpose for contacting Mr. Dixon was to find out if the Center Council members have gotten together. I so, training sessions will began. I

I also contacted Mrs. Lillian Smith, who is involved in the East side organizations in the City of Gary.

I felt she would be instrumental in helping me identify the east side organizations. I will meet with her Monday, August 11, 1969.

I was again unable to reach Mrs. Jean Shiras of the League of Women Voters.

I contacted Mr. Stinson to find out the deadline on the article which will be published in the Chamber of Commerce monthly newsletter. The deadline is August 20, 1969.

I am writing the article of SEDFRE and NAI. Mr. Stinson will inform me on the date of my presentation to the members of the Chamber of Commerce.

THURSDAY, AUGUST 7, 1969

A staff meeting was held at 10:00 a.m., but Bob had to leave early and asked if we could continue the meeting at 2:00 p.m.

The staff returned at 2:00 p.m. and upon arrival, Bob Lee of Metro Corps was present. It was Bob Lee's idea to hold the workshop with the volunteers in the various settlemtn houses. The staff asked if he had definite commitments from the volunteers and the objectives of the workshop. He spoke of definite commitments from the volunteers and outlined the objectives of the workshop. The objective are community awareness, self awareness, Black awareness, where do I go from here and what have I contributed.

The staff met over to Bob's house at 7:30 p.m. to discuss the designs we had prepared before the meeting. The design will be used for the workshop on Friday, August 8, 1969.

We waited for Hector to arrive from the training session at East Chicago, Indiana, but he did not get there. We decided to complete the design and Bob dismissed us.

Respectfully submitted,

Latanza Willis

Latanza Willis

LW:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Fred Minor

RE: Weekly Report August 8-14, 1969

FRIDAY, AUGUST 8, 1969

Because of last night's session with the staff, the NAI staff had 1/2 day off. Upon arrival to the office, the staff gave some reports of assignments and a short meeting was held. We also got materials together for the workshop later in the evening.

I arrived at 1100 Massachusetts Street at 8:00 p.m. and the session had just begun. There were approximately 20 participants, ten (10) Black and ten (10) White. The session was over at 3:00 a.m.

MONDAY, AUGUST 11, 1969

I reported for work at 9:00 a.m. and began to write my weekly report. I discussed the process that took place at the training session, Friday, August 8, 1969. Tan called in sick at 9:30 a.m. and she said that she was going to the Doctor.

I contacted Cleo of the A.F.D.C. Mothers' Organization of East Chicago, Indiana and she said that she would like for me to come to their weekly meeting, to be held Thursday of this week. I said that I would attend that meeting.

I tried to contact Mrs. Tomlin of the Gary A.F.D.C. Mothers' Organization, but she was not in the office. Also, Mrs. Brodgess was not at home.

I tried to contact Mrs. Watts at her home, but she was not in.

TUESDAY, AUGUST 12, 1969

Tan called at 9:30 a.m. this morning and said she would not be in. I started on my weekly report. I haven't seen Hector as yet. He hasn't called as of 9:53 a.m.

I talked to Mrs. Tomlin of the A.F.D.C. Mothers' Organization of Gary, She said that there were about five or six mothers that are trying to break the organization up. I asked if the NAI staff could run a session with the members. She said after the WRO Convention in Detroit.

At 10:00 a.m., Rev. Rivera called and stated that Hector would be with him all day to try and get the Latin Center set up.

I went to lunch at noon and returned to the office at 1:00 p.m. After lunch I went out to Griffith to talk to Mrs. Brodgess. She stated that she had no part in writing up the complaints.

That evening I attempted to contact Mrs. Watts, but again, she was not at home.

WEDNESDAY, AUGUST 13, 1969

I was in the office writing my weekly report and I asked Hector how much did he and Rev. Rivera accomplish. Tan reported for work and stated that she felt pretty good this morning.

I spoke to Jackie Taylor and Lilly Smith about the A.F.D.C. Mothers' Organization

In the evening I again, attempted to contact Mrs. Watts, but she was not home.

THURSDAY, AUGUST 14, 1969

This morning I am writing my weekly report. I asked the staff how they were doing in contacting some of their people and organizations.

I talked to Cleo of the A.F.D.C. Mothers of East Chicago and she stated that I could attend their meeting at 7:30 p.m. this evening.

I arrived in East Chicago to sit in the Welfare Mother's meeting at 7:30 p.m. This meeting was over at 8:30 p.m. There were 7 members present and two (2 others came in and stated that there was a meeting of the Legal Aid and they would be representatives for the Organization. The meeting of the mothers went very well and I set up a session for September 4th on "How to Raise Money."

Respectfully submitted,

Fred Minor

Fred Minor

FM:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly Report August 8-14, 1969

FRIDAY, AUGUST 8, 1969

During the afternoon, NAI's staff held a short meeting and gathered materials for a workshop scheduled that night.

The workshop was held at Metro Corps located at 1100 Massachusetts Street in Gary, Indiana. There were approximately 20 participants, ten (10) of whom were Black and ten (10) White.

The workshop was directed toward the Whites who were volunteers in the various settlement houses throughout the City of Gary.

The objectives of the workshop were awareness of one's self, Black awareness and community awareness.

MONDAY, AUGUST 11, 1969

I reported off from work, because I was ill.

TUESDAY, AUGUST 12, 1969

I again, reported off from work because of my illness.

WEDNESDAY, AUGUST 13, 1969

I visited Center "B", but was unable to reach Mr. Walter Dixon, Director of the Center.

I also contacted Jean Shiras, but she wasn't at home.

During the morning and evening I stayed in the office answering the phone because Hector and Fred were out in the field.

THURSDAY, AUGUST 14, 1969

During the morning I worked on the article to be published in the Chamber of Commerce newsletter. The article is background information of NAI of SEDFRE.

I talked to Mrs. Lillian Smith, who will be instrumental in helping me with the East side organizations. I was unable to meet with her because I was ill. An appointment at a later date is in the process of being made.

I again stayed in the office, during the afternoon answering the phone.

Respectfully submitted,
Latanza Willis
Latanza Willis

LW:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report August 8-14, 1969

I met with the Puerto Rican Committee to establish a Latin American Center. There were 17 persons present. The Rev. Rivera explained that Jefferson School could not be given to anyone because it was already set for demolition since it was unfit for anyone to occupy. The Rev. then offered to let us use his office as temporary center till we found one of our own but the rest of the Committee did not accept the offer because it would be hard on the people to have a center that moves every few weeks and also because the people would sit back after they had an office and they would not try as hard for a permanent one. A committee was named to draw up a proposal to present to the Department of Labor from Puerto Rico and to different foundations.

The committee got together on Tuesday and jotted some of the problems that they were going to face and how they were going to work them out.

The training session with the Latin Kings street organization of East Chicago was cancelled because one of the members had an accident the day of the session. They will call one and let me know when they want to have the next session.

Center "A"'s Center Council's meeting was postponed because out of the 9 members attending the meetings now, two (2) were in the hospital, two (2) were working 4-12, one (1) on vacation and one (1) had another appointment. Since thee (3) did not make a quorum, the meeting was postponed until a further date.

The rest of the time in between was spent contacting people to attend the meeting for the Puerto Rican Center and the and the Center "A" Council members about their meeting.

I have been in contact with the Puerto Rican benefit Society and the Knights of St. John so as to find out some of their problems so then I can explain how we can help them.

Respectfully submitted,

Hector Lopez

Hector Lopez

HL:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Weekly Report August 21-28, 1969

The first two (2) days I spent at home because I had a gum infection so I had to go to the dentist and will go back again in a week or two.

I talked to the CEP Center "A" council members to see how many were going to be fully dedicated. After talking to them, I got three (3) commitments. Two (2) of them were still not sure and the rest, after playing around came out and told me that they would resign cause they were not interested.

I went and talked to Carl Guzman, Director of Center "A" about getting some new people for the council and I suggested three (3) people and told him that I would talk to them if it was okay. I got the okay, so I went and talked to the three (3) persons and explained about the center and what difficulties we were having, so they gave me a yes answer. I will be contacting them for the next meeting.

I also went to the Puerto Rican Benefit Society and the Knights of St. John and mingled with the people and indirectly threw them questions about what was wrong with the club and got three or four persons talking about it. I did this several times and with this I plan to bring in NAI into the conversation and get word from them for sessions.

Respectfully submitted,

Hector Lopez

Hector Lopez

HL:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE : Weekley Report - August 22-28, 1969

FRIDAY, August 22, 1969

During the morning, plans were made to attend the Norfolk, Va. workshop which was held August 23-29, 1969.

The staff stayed in the office waiting to receive an okay from Bob who was in Witchita, Kansas. Bob called and gave the okay and we were given 1/2 day off to prepare for the trip.

While at home, I received a call from Carmen stating the trip was cancelled and a staff meeting would be held Monday morning.

MONDAY, August 25, 1969

During the morning, a staff meeting was held in the office. The meeting dealt with reports and announcements. Bob spoke of his trip to Kansas.

I visited Center "B" and spoke to Mr. Walter Dixon. He felt the Center Council members were together. He stated that the members have been making plans for activities at their meetings. Mr. Dixon talked of rumors in the CEP Program. The rumors being that staff and enrolees would be cut and the program turned over to the Indiana Employment Service. Mr. Sixon felt I should wait until the matter has been cleared up.

I also visited Lillian Smith who gave me a list of East Side organizations to contact. The organizations are East Side Neighborhood Action Council, Ironwood Tennant Council, D orie Miller Tennant Council, East Side Neighborhood Improvement Committee.

TUESDAY, August 26, 1969

I contacted Mr. Lacy Day, who is involved in the East Side Neighborhood Improvement Committee. I spoke to him of getting the East Side organizations together and provide leadership development training to all of them. Mr. Day gave me background information on his organization and stated that he was interested in training. He invited me to their monthly meeting which he said will be held on Wednesday, August 27th. Mr. Day also gave me the President's phone number for me to contact.

WEDNESDAY, August 27, 1969

I was unable to work because of illness. I also missed the East Side Neighborhood Improvement Committee meeting because of my illness.

THURSDAY, August 28, 1969

The staff was involved in a meeting during the afternoon and progress reports were given by each trainer who is involved in community organizing.

Rev. Williamson who is involved in the Streets Program of Metro Corps met with NAI staff. He discussed training session for his congregation. He felt a new direction and approach should be in the church instead of the traditional way.

Two training sessions will be held for the month of September. One for the youth and the other for the adults. Rev. Williamson felt the whole question of religion should be dealt with freely, openly and honestly.

Respectfully submitted,
Latanza Willis
Latanza Willis

LW:cym

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis

RE: Weekly Report - August 29-September 4, 1969

FRIDAY, August 29, 1969

During this day, I stayed home because repairs were not completed on my car.

Since I live on the East and I work with the East Side organizations, Bob felt I could make more contacts staying on this side than coming to the office.

I talked to Mrs. Nina Crenshaw, who is involved with Mrs. Boswell in the East Side Neighborhood Action Council. Mrs. Crenshaw is also presently involved with the Dorie Miller Center. She is working with the teens 4-H Club and Senior Citizens in the Dorie Miller Center.

During my meeting with Mrs. Crenshaw, I presented her with a kit and gave background information on SEDFRE and NAI.

We talked of the problems and the conditions which exist on the East side. Some of the problems were people living in the Marshalltown area who were not taking advantage of the Dorie Miller Center, adults were not involved with the youngsters and complacent with their community.

Mrs. Crenshaw is interested in the organization, but did not talk in terms of a training session.

Bob gave me half day off because I was leaving for New York City.

TUESDAY, September 2, 1969

I reported to work at 9:00 a.m. and worked for a short time on my weekly report. I contacted Mrs. Boswell by phone and made an appointment to visit her on September 3rd. at 10:30 a.m. I also contacted Mr. Ray Stinson, but he was out of town. I was told to contact him Thursday morning.

WEDNESDAY, September 3, 1969

At 10:30 a.m., I met with Mrs. Boswell, who is the President of the East Side Neighborhood Action Council. I presented her with akit and explained in detail background information on SEDFRE and NAI.

Mrs. Boswell, an intelligent woman in her early 60's, knows of the problems and conditions which exist on the East side. I had a difficult time trying to stay on the subjects of East side organizations and East Side Neighborhood Action Council, because she loves to talk. Toward the end of the convers ation, she stated that our organization sounded interesting and her organization could use our resources.

Mrs. Boswell wants me to speak at the East Side Neighborhood Action Council's meeting September 30th. I agreed to speak at the meeting. She also gave me the names of people and other organizations to contact on the East Side.

THURSDAY, September 4, 1969

During the morning and afternoon, the staffwas invovled in a staff meeting. We discussed organizations we're presently involved with and announcements were brought to our attention.

A great deal of personal issueswere brought our and discussed by members of the staff.

After the meeting, a design was drawn up for the A.F.D.C. Mothers' training session which was held that night.

The session was held for the East Chicago A.F.D.C Mothers who wanted techniques on "How to Raise Money". The session was begun at 8:00 p.m. and was over at 9:00 p.m. It was origionally planned from 7:00 to 9:00 p.m., but their weekly meeting cut the session short.

There were 13 participants all whom were A.F.D.C. Mothers and all Black. Although the time was short, we provided a framework and a sense of direction for them to raise money.

The participants felt the session was worthwhile and they did pick up techniques in raising money.

Respectfully submitted,

Latanza Wills

Latanza Willis

LW:cym

September 9, 1969

COPY

SUBJECT: Report for first meeting of Training-Planning Committee

The meeting began at 7:30 p.m. with six (6) persons present:

Mrs. Barbara Wesson; Mrs. Bernice Terry;
Mrs. LaVern Tidwell; Mrs. Doris Reed;
Mr. Otis Davis and Mr. Roosevelt Haywood

None of the members were familiar with the Program, so much of the meeting dealt with explaining the function and structure of the Program. Much time was also spent explaining the Committee's role.

Many questions were asked about their ability to control, "will we have final say", "can we hire staff", "will we be paid" and "how much".

I explained that the staff would be hired by them and the Director would be a member of the NAI staff under my supervision. I also explained that the Training-Planning Committee were representatives of their respective boards and should represent the other members' points of view.

It was also made clear that the Committee members only had authority to run this Program and that when they returned to the boards, they were just ordinary board members.

The Committee then moved to elect a Chairman and Secretary. Mrs. Doris Reed was elected Chairman and Barbara Wesson was elected Secretary.

Following the election, a process was developed to handle job applications. It was decided that all applications would be handled by the NAI office and the Committee would select those for interviews at the next meeting on September 16th.

I was impressed with the business-like manner with which the Committee functioned. The group was also very skeptical of this being another Program where they are told they are to hire and set policy for, but it will be done by someone else. I told them that their feeling was legitimate and that time would tell.

There were not the usual personal arguments and bickering, but I think that this was due mainly to the fact that this was the first meeting. I feel that the small number of members, ten (10), will facilitate a smoother working apparatus.

COPY

Bob Jackson

BJ:cym

September 22, 1969

Report of the Training-Planning Committee meeting Tuesday, September 16, 1969.

The meeting was called to order by the Chairman, Mrs. Doris Reed at 7:30 p.m.. The Secretary, Mrs. Barbara Wesson read the minutes which were approved.

Those present were:

Mr. Roosevelt Haywood, Mr. Otis Davis,
Mrs. Doris Reed, Mrs. Bernice Terry,
Mrs. Barbara Wesson and Mrs. LaVern Tidwell

The Committee was to review applications to decide which applicants to interview. Only two (2) applications had been filed as of September 16th. The Committee asked Bob Jackson to obtain application forms from Metro Corps to have in the NAI office when people came intto apply.

The Committee stated that at its next meeting on September 23rd it would review applications, for the different openings. It would then call those persons whose applications' were accepted and interview them.

The meeting had been called to review applications but since there were only two (2) at the meeting, it was adjourned.

Sincerely,

Bob Jackson

BJ:cym

September 25, 1969

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Latanza Willis Lw

RE: CEP Enrollees' meeting with Wallace White, Mayor Hatcher
and the Review Board

During the morning, CEP Enrollees prepared themselves for a meeting which was held in the Gary Room of City Hall. This short meeting was held at the Gary Neighborhood House. Preparation included who was to speak, how long to speak, and who would speak for CEP and against I.S.E.S.

The purpose of the meeting was for Mayor Hatcher, Wallace White and the Review Board of the Labor Department to come up with a solution or resolutions for the CEP vs I.S.E.S. confrontation. The confrontation being --will I.S.E.S. take over 75% of the CEP program in Gary. Another purpose of the meeting was to hear the CEP enrollees speak in favor of CEP and against I.S.E.S.

The meeting began at 10:30 a.m. There was a total of 30 CEP enrollees and concerned citizens. The racial make-up was as follows: four (4) Latins, one (1) White and 25 Blacks.

Mayor Hatcher began the meeting by saying he was "happy to see citizens who were concerned and involved over the issue". He asked Don Dinnum, who was the spokesman to began and each speaker confined their remarks to three (3) minutes.

The first speaker was Miss Martinez, who stated that CEP had helped her a great deal. She was a high school drop-out and had many personal problems. With the aid of CEP, she is now employed in the Police Department as a secretary. Without the aid of CEP, she stated that she would be lost.

Jermal, who is an enrollee stated that he has been receiving the run around since 1943 in the I.S.E.S. Office. One job which was offered to him was too streneous because he was a disabled veteran. Now that CEP has given him a chance, he is working with the staff of the Neighborhood House.

Miss Thora Thompson presented the Review Board with 2,000 names on a petition. Several other concerned citizens and enrollees spoke for CEP and against I.S.E.S.

After the meeting was over, a conference with Wallace White, Mayor Hatcher and the two (2) members of the Review Board was held. I don't know the results of the conference as of this date.

I felt the enrollees were able to articulate and express their feelings in a time of despair.

September 25, 1969

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

RE: Meeting on housing problems in East Chicago
September 4, 1969

On September 4th, I attended a meeting in East Chicago at Our Lady of Guadalupe Church. The meeting was called by the Mercy Committee for Housing in East Chicago. The Committee was formed for the purpose of getting the people aware of the housing problem in East Chicago, to build homes or projects to house the Latin people that have too many children and are not accepted in the small, four and five room projects they now have.

The Mercy Committee had the Mayor of East Chicago and the Housing contractors come to their meeting so they could hear why the Mayor has not done anything for the Latin people of East Chicago and so they could make demands. The Mercy Committee also invited the public to attend and the press. There were about 70 people present, about 1/2 were in their teens and the rest were older people. Most of the teens either belonged to the Latin Kings Organization, Black Face Angels Organization and the Brown Berets Civil Rights Organization.

The Mayor started speaking and all he did was flower himself with compliments. I tried to bring this out, but the Chairman would not let me speak because the Mayor had the floor.

After the Mayor finished the Brown Beret Ladies pointed out to the Mayor that they didn't care what he was doing with other projects or how he (the Mayor) loved Mexico when he visited the Country; what they wanted to know was what he was going to do to help the poor people get homes. At this time a lady named Susie Roque spoke up and started telling the Brown Beret that they were being rude and that he had to have an education to speak and after telling him off for about three (3) minutes, she told him that he had to first clean up one's home before speaking up and demanding homes. I spoke up and told her that first we had to homes and that is why this meeting was being held, to try and get homes. At this time everyone started clapping and yelling and Mr. Martinez, Chairmen of the Mercy Committee spoke up and Mrs. Roque kept on yelling that she had the floor so I told her to sit down and let someone who was trying to say something constructive say something. The people again drowned her out and she sat down. After this, the Mayor claimed he had to go to another meeting and the street organizations followed him outside and told him that if he didn't have time for the Latin people that they were going to have time for him in a demonstration so he stopped and told the fellows that he would have another meeting with them as soon as they were ready. We went back in and the planning committee started talking about how the projects were going to look and how much they would cost. Since this was a waste of the people's time, most of them left and so did I. Before I left however, Mr. Martinez told me that he would keep me informed about what was happening and about possible training session with the Committee in the future.

The meeting started at 7:30 and ended at 9:00 p.m.

COPY

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Carmen Moreno

SUBJECT: Meeting of Interim Board of Directors of the proposed Legal Services Program for Gary September 25, 1969

The meeting of the Interim Board of Directors of the proposed Legal Services Program for Gary was held Thursday, September 25, 1969 at 8:05 p.m. at the City Hall, Council Chambers, 401 Broadway, Gary, Indiana.

Jean Thurman asked me if I could represent NAI and be a member of the Board and I agreed.

First of all, the purpose of this Program, Legal Services Program for Gary, is to provide legal advise and representation to individuals and groups unable to afford the services of a private attorney and to further the cause of justice among persons living in poverty. The program has also committed itself to seek meaningful action in reforming those institutions that are presently in operation which have traditionally victimized not only the few who seek legal assistance, but also the many thousands of unseen communities of Gary. It is speaking mainly of the present Legal Aid Program set up for the whole Lake County. This new Program will be only for the City of Gary. The present program will still be functioning for the rest of the County.

The Community Legal Services will provide a complete spectrum of legal services: advice, representation, litigation and appeals in all areas of the civil law to individuals and groups eligible for assistance. Criminal cases, however, will not be handled.

Topics of discussion at the meeting were: 1. Discussion of the problems and our position; 2. Organization of the Interim Board of Directors, Election of Officers, etc.; 3. Discussion of the proposal and 4. Further Action to obtain federal funding.

The Interim Board of Directors is represented by nine (9) Gary lawyers, and representatives from the following community agencies: Gary Urban League, Black Caucus I.U., East Side Improvement Association, Community Social Services, Neighborhood Action Institute, A.F.D.C. Mothers' Organization, Organization for Black Economic Unity, Teachers' Action Committee, Metro Corps and Model Cities. A total of 19 persons make up the Interim Board of Directors. There were nine (9) members of the Board present and four (4) members of the Ad-Hoc Committee for a Legal Services Program.

There were six (6) Blacks, nine (9) White and one (1) Latin. Four (4) of the total group were lawyers, one (1) Black and three (3) White; one (1) nun, and the rest from the various community agencies.

The Ad-Hoc Committee for a Legal Services Program for Gary is the Committee responsible for getting the Interim Board together and starting the "ball rolling."

It will be the Board's responsibility of establishing the new program and insuring that it operates in conformity with the expressed aims and purposes of the program. It will also be responsible for a permanent Board of Directors which will be selected annually.

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Mr. Lacy Day, representing the East Side Improvement Association and temporary Chairman, started the meeting by asking if anyone had anything to say about the problems of the Legal Aid Program and the purpose of the meeting.

Mrs. Jean Thurman stated that it was the feeling of the group present and other interested people who could not be present that the "Legal Aid Program in Gary is not doing what it origionally set out to do" and the prupose of the meeting was for the Interim Board of Directors to organize itself in "order to try to set some machinery in action to correct the situation."

The need for the proposed Legal Services program was presented and discussed. It was emphasized that a vital purpose of legal services for the poor is to accomplish legal reform. OEO guidelines indicate that 1/3 of the legal services work must be in the area of legal reform.

Mrs. Jean Thurman mentioned that legal reform means not only institution of new laws, but action to bring about state and local compliance with existing federal laws. The present legal aid program in Gary has been unable to devote sufficient time to legal reform services.

Considerations which have been made to date regarding the formation of the program lead to the following position: Mayor Hatcher has been approached and favors the establishment of a legal services program for Gary under separate corporation. The plan is acceptable under OEO guidelines, and Mr. Rosenthal, assistant director of OEO Legal Services in Washington, considers it a good possibility. The local Bar Association must review the proposal and make recommendations to OEO. Final decision, which may override the governor's veto if necessary, rests with OEO.

Excerpts were read from a letter sent to Mr. James Holcomb, President, Board of Directors, Legal Aid Society of Gary, Inc., from Mr. Christopher Clancy, Acting Director Legal Services Program, OEO, Washington D. C. on May 14, 1969. The letter primarily involves the report of an evaluation team which visited Gary April 2 and 3, 1969. It calls attention to dificiencies and irregularities in the present legal aid set up; so serious in the program as to prohibit its refunding unless they are remedied.

The proposed Tentative Structure and Procedures were considered. Question was raised regarding selection of a permanent board of directors. An explanation of the complexity of the process of selection was presented. It was further stated that this complexity is the reason the Interim Board was given a possible one year period in which to function.

Mr. Charles Smith, representing Teachers' Action Committee, made a motion to approve the Tentative Structure and Procedures of the proposed Legal Services program for Gary. It was seconded by George Coker, Gary Urban League. Motion passed unanimously.

Copy

Motion was made by Mr. Burton Wechsler, Gary lawyer and seconded by Mr. George Coker that the proposed Board of Directors be accepted. The motion was unanimously approved.

Possibilities for election of officers were discussed, and it was decided to table elections until a later date. A motion was made by Mr. Charles Smith to appoint Lacy Day temporary Chairman of the Interim Board and Sister Rosemary Hart temporary secretary, to serve until elections of officers is completed. The motion was seconded by Edna Nuell, representing A.F.D.C. Mothers' Organization and approved unanimously.

Motion was made by Mr. Charles Smith and seconded by George Coker that the Ad-Hoc Committee/Interim Board work in coordination with Gary municipal officials. Motion was approved unanimously.

Mrs. Thurman advised those present that a representative from the Legal Services Program of OEO is scheduled to come to Gary in the near future to discuss the feasibility and desirability of establishing a Gary Legal Services Program under separate corporation. A joint meeting of the Ad-Hoc Committee/Interim Board of Directors will be called at that time. The importance of full participation at that meeting was emphasized.

Meeting was adjourned at 9:46 p.m.

COPY

September 29, 1969

TO: Wm Staehle + Gary Stewart

FROM: Bob Jackson

SUBJECT: Report of Training-Planning Committee's meeting September 26, 1969

On Friday, September 26th, the Training-Planning Committee met at the Haywood Insurance Agency. The Committee interviewed applicants for the positions of Director and for the 2-Community Organizer slots.

Those present on said date were:

Bernice Terry, Barbara Wesson, Doris Reed, Lillie Smith,
LaVern Tidwell, Otis Davis and Roosevelt Haywood

The meeting was called on the 26th to attempt to get the Program initiated by October 1st.

Those interviewed for position of Director were: Earnest Brown, Latanza Willis, Joe Wade and Ollie McCully.

Those for Community Organizer were: Yolanda Greenlaw and Barbara Farrar. The Committee only selected two out of all the applications presented.

As a result of that meeting, after talking with the applicants for position of Director the Committee decided to the applications of Miss Willis and Mr. Wade for further consideration. However, after interviewing Mrs. Farrar, the group was impressed, to the point of naming her Director, if she would accept.

Mrs. Yolanda Greenlaw was hired as Community Organizer. The Committee then decided to offer the remaining Community Organizer slot to Miss Willis or Mr. Wade, whoever would accept the position. Mr. Wade gave the Committee verbal acceptance of the position. It was decided that he and Mrs. Yolanda Greenlaw would be the Community Organizers and Mrs. Farrar Director.

There was much discussion, sometimes heated, between Committee members in the selection of the candidates, but I feel the Committee worked well in making their decision.

COPY

METRO - CORPS # 3 -- 701 East 21st Ave.

Supervisor -- Mrs. Rachel McCarter

Community Workers:

Mrs. Bernice Zajac
Mrs. Jane Savage

Clerk Typist:

Mrs. Celoise Holoway

STREETS PROGRAM - J. D. Smith, Director

Harry Banks - Street Worker
Naomi Brooks - Aide

This is the entire staff of Metro-Corps Center # 3 with the help of a few VISTA workers from time to time.

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This is the entire staff of Metro-Corps Center # 3 with the help of a few VISTA workers from time to time.

PROBLEMS:

Income and employment are two of the major problems we have in this area. We have problems also with some of the agencies (legal-aid, Welfare and Trustee's office). Sometimes they won't or say they can't help people that we refer to them, but I think this is mainly a lack of communication. We work with all civic organizations in our area. They use our offices for meetings and usually Mrs. McCarter will meet with them and advice if she can. We also will file the Gross Indiana State Income tax for anyone on very low income or A.D.C., so that they may get their $8.00 sales tax rebate from the state government. We have had to talk with the V.A. concerning a man in our area and later referred him there for futher fhelp.

SENIOR CITIZENS:

We have only been here since 2/27/69, so I have not been too busy with the senior citizens. We will be having a senior citizen representative in our office soon. We have collected quilted pieces from the different areas of the community and turned them over to the Senior Citizens for their quilt club project.

WELFARE:

We refer to them very often and they also refer people to us. If some one is getting Welfare, the agency will refer some people to us for food stamps and we in turn refer them to Mr. Mc Ferson at Staint Hedwig Catholic Church. Mr. Mc Ferson also lends money "interest free" out of his own pocket to emergency cases. Well, if you have no money to pay utility bills, he will consider the problems you face and your income you have to meet your needs and if the case warrants it, he will lend money.

STAINT HEDWIG REFERRAL CENTER:

Mr. Mc Ferson runs the Center, he is the one to decide how the food stamp program, clothing and furniture used, to help the needy. He has gone so far as to actually provide the truck and physical labor needed to move people. In some cases, he has to call the Food Stamp Office and tell them that a "Mrs. Jane Doe" is coming and to give her "X" number of food stamps and that he will pay for it.

PROTESTANT WELFARE SERVICE:

Rev. Ludwig is in charge of this center. He keeps canned food on hand for emergency cases that we send to him. He also has clothing and furniture and small funds for emergency medical supplies. He may be funded by United Fund or his Church league, but I am not sure.

FAMILY COUNSELING CENTER:

Located on 15th and Van Buren, we used them only once, it wasn't easy because I really had to beg for my client. After taking the trouble to pick up this lady (with 11 children and expecting her twelfth), and go with her to this Center, I was told by the nun that they only serviced the west-side area. After talking with the nun for a while, she gave us a box of groceries for this family.

TOWNSHIP TRUSTEE:

We refer many cases to the Township Trustee's Office mainly for food orders. These people are usually temporarily out of work or families waiting to receive A.D.C.

SOCIAL SECURITY:

Mr. Dorta comes in on Monday mornings from 9 to 10 a.m. to answer any questions the community may have on social security. We have this so that people in this area can come in and talk over their problems with social security without having the expense of bus fare.

INDIANA STATE EMPLOYMENT:

Mrs. Dorothy Pirtle comes in to see people that can't get downtown, mostly women. She knows what is available. She has sent out a lot of people on jobs. It is better to come in here to our office because you many go downtown and what you are looking for is not available and our office is in walking distance of many of the people that we serve.

PLANNED PARENTHOOD:

A representative from Planned Parenthood comes in every Wednesday 2 to [illegible] p.m. to dispense pills or what ever the doctor perscribes. Dr. Abramson comes in every third Wednesday morning at 10 a.m. and examines anyone that can't afford to go to a private physician for a check-up for birth control. He will then decide what is best to be used and he will also give a pap-smear test if necessary. I would like to add that employment for teen-age mothers is badly needed in this area as well as teen-age boys.

INTERVIEW: October 21, 1969

Mother: Viola White
Daughter: Andrea White
Phone #: 882-8507 (neighbors phone)
Daughter has 3 mos. son

719 East 21st Avenue

Respondent: I have been trying to get help for my daughter.

Respondent: The welfare worker is Mrs. Lindsey, and she was supposed to mail off papers so that the father can be made to support the child.

Respondent: He is in the Army, gone over seas now, but they didn't do anything before he left. They could have got him when he was here.

Respondent: The baby is three months old. (I told the respondent that I would mention her case to the Center # 3 and then I informed them, both mother and daughter, of the additional services at the Center).

Daughter: I have been looking for a job and I went to the mill (U.S.Steel), but they didn't hire me because they said I was too small.

Daughter: I will go in to see this lady when she comes to the office, but please try to see about my welfare check.

Respondent:also said that she did receive a food order from "Township Trustee's office" but she only got that once. We thanked each other and I left.

I reported this case back to the Center and Mrs. Zajac looked them up immediately and said she would call Mrs. Lindsey and speak with her.

FIELD WORK - AFTERNOON , 10-21-69

1189 Harrison Blvd.
Carmen Gonzles
Phone #: 882-4385

Respondent: Said she never heard of Metro-Corps, so I explained all facets of it to the respondent as best I could because she also explained to me that she didn't understand English to well so at that time I mentioned to her English classes that Aida Lopez conducts at Center # 1 on West 5th Avenue and I also left Aida's name and the phone and address of the office on West 5th Avenue.

I proceeded to interview an elderly man standing on the street in front of 1185 Harrison Blvd. He can't talk, so he wrote his name and address as Paul Zashanch of 4725 Connecticut Street. He used a hand speaker or throat amplifier and said that he was not interested because it seemed as if I was going to give him something for nothing and he was not interested because he was still able to work and take care of himself. He said that he didn't know about the senior citizens organization he may consider that.

INTERVIEW:

Mr. and Mrs. Peter Scott
1185 Harrison Blvd.
Phone #: 885-3818

Respondent: We have never heard of Metro-Corps.

I then proceeded to explain all points of Metro-Corps to them. I was told that they thought it was a fine program, but of course, they said that they had no use for it (Metro-Corps), so I thanked them and left.

INTERVIEW:

Mrs. Florence Burge
1529 Van Buren
Phone #: 882-0252

Respondent: Yes, I have heard of Metro-Corps, but I am not sure if I know for sure what it is.

Respondent: Yes, I have used food stamps, but that was at the food stamp office and I only did that once because I worked days in Chicago and I am not home until 6:30 or 7 o'clock and it is closed at that time.

Respondent: I am only supplemented by the Welfare. (I then went on to explain the other services of Metro-Corps and I told her I would find out if the food stamp office is open on Saturdays and let her know).

October 22, 1969

I spent the day at Metro-Corps Center # 3.

Folders were sorted and counted by myself, Mrs. Zajac, Mrs. Savage and Mrs. Holloway. We were preparing to go into the field in the Marshalltown area on what Mrs. Mc Carter called Follow-ups. She explained that this is when a person had been into the Center previously and they would check with the person or persons to see what happened with the referrals that they had given them. Just before we were to leave, Mrs. Mc Carter got an emergency call from a lady on 16th and Massachusetts that had no food, so she sent Mrs. Savage over to talk with her and if necessary take her over to Staint Hedwig's Church to see Mr. Mc Ferson and if possible arrange for him to give her food stamps. Right after that, we also received a call from a lady that wanted to know if the Center could help her get toys and clothing for her children for Christmas. I think they took her name and address and said they would call if they could help. I was told later that they usually refer such cases to the Salvation Army.

Since we had no transportation I called for a ride to take us in the field. Mrs. Mc Carter, Mrs. Zajac and myself went into the Marshalltown area. As a field interviewer, this area is what we would call "a dangerous area" because it is loaded with dogs, most of them stray and many of them in packs which is a great threat. Many of these dogs seemed to be full-bloodied German Shepherds or just plain big dogs. At times we walked in the streets to avoid the threat of barking dogs loose in front of homes. I felt that I must report to the board that maybe a male field worker would feel a little more comfortable in these surroundings. There is also a great need for a car; we were on foot and were only able to make three contacts. Two (2) of them N.H. (not home) in which case, a calling card was left and one completed interview.

2040 Central Drive - N.H.
2134 Central Drive - N.H.
1824 Central Drive - Follow-up

Mrs. Mc Carter introduced herself and me and explained that she was from Metro-Corps and that she would like to talk to the person that was in the Center a few months ago.

Respondent: Not me, that was my sister, she came in for employment.

Mrs. McCarter: Did she get a job?

Respondent: She got employed, but as far as I know, she got her job on her own. I don't know what she was told when she went there, but they couldn't help her at that time. I have a daughter that is looking for employment.

Mrs. Mc Carter: We have a lady from the Indiana State Employment Office that comes into our Center at 701 East 21st Avenue every Tuesday from 1 to 4 p.m. just for the purpose of helping people, mainly ladies, find jobs, you see this saves them the 70¢ bus fare that they would have to pay to go to the downtown office and she also has the exact job openings so you see you can save time and money by coming into our office.

Respondent: This daughter also has eight (8) children, is she eligible for food stamps?

Mrs. McCarter: I think so, but we would have to know what her income is first and it would be better if she came into the Center, so that we could talk with her. We also have a Planned Parenthood representative to come in our Center every Wednesday afternoon from 2 to 4 p.m. She will dispense birthcontrol supplies such as pills, or what ever the doctor decides that the patient should use after he has given her a check (physical check-up), which incidently is free if you are on assistance. Dr. Abramson is in our Center every 3rd Wednesday at our Center at 10 a.m. Of course, if you work, you just pay a small amount for our planned parenthood services which will be much less than if you went to a private physician. We also work with Rev. Ludwig of the Protestant Welfare Services and we would like foryou to send your daughter or anyone you know that will need our services. Here is my card, thank you for letting us come into your home.

After this interview, we took a bus back to the Center, discussed this case briefly and went to lunch.

After lunch, I went back to Center # 3 and went over the entire operation of the Center with Mrs. Mc Carter, just as I had with Mrs. Zajac the day before. The response was the same except in some instances Mrs. Mc Carter added to what Mrs. Zajac had said. The representative from Planned Parenthood came in about 2:20 p.m. and set up her work in a rear room.

I proceeded to go back in the field alone to get some idea of the awareness of the community of the services of Metro-Corps.

INTERVIEW: 713 East 21st Avenue

Respondent: Metro-Corps, that that place down the street isn't it? I only went there once and that was when they were giving away them free food stamps.

Respondent: No, they said they had run out.

Respondent: Didn't know they had a Indiana State Employment lady come there.

Respondent: Never heard of a doctor or Planned Parenthood representative (At this time I informed him of the other services offered at Metro-Corps and asked him to please tell anyone that he thought may be in need of the services of Metro and then I left.

INTERVIEW: William Stringfellow Phone #: 885-5336

My next contact was 2058 Rhode Island. Respondent said at first she never heard of Metro-Corps, after mentioning where Center # 3 is located, the response was "oh yes, I remember now, but I have never had any reason to go there." Then I went over all services offered at the Center and the respondent said she was looking for a job at least for the up coming holiday season if not permanent. I gave a card to her from Center # 3 and reminded her the Indiana State Employment representative is in every Tuesday from 1 to 4 p.m. and we thanked each other and I left.

Next contact 2050 Rhode Island - No one at home.

COPY

October 8, 1969

TO: Wm. Staehle + Gary Stewart

FROM: Bob Jackson

SUBJECT: Report of Training-Planning Committee's meeting
October 7, 1969

On Tuesday, October 7th, the Training-Planning Committee met and discussed the following:

1. When those persons selected to the position of Director and Community Organizers, would began working;
2. What to do with members of the Committee who were not attending meetings regularly;
3. When to schedule their regular meetings;
4. When would the first inter-residence training workshop be held.

Since the Committee has been meeting, there has only been six (6) members who have regularly attended out of the total number of ten (10). Those members attending regularly are: Barbara Wesson, LaVern Tidwell, Doris Reed, Bernice Terry, Otis Davis and Roosevelt Haywood. Mrs. Lillie Smith attended for the first time and only then on the night for interviews of the applicants. The Committee had decided to ask their respective Board Chairman to appoint other people who are willing to serve, because they feel that being a member of this Board is an important and essential responsibility.

It was decided that members of the staff would report to work on Monday, October 13th but due to a holiday, however, they would start on the 14th.

Joe Wade subsequently informed me that he would not take the job of Community Organizer. I have informed the Chairman of the Committee, Mrs. Reed, of his decision and at the next meeting, the Committee will decide on the selection of another Community Organizer.

The Committee had been meeting each Tuesday night in reviewing and screening applications. It was decided that since a Director had been appointed, the Committee could now meet on a bi-monthly basis. It was termporarily approved until the next meeting on October 21st.

In regards to the first inter-residence training workshop, it was decided that the Committee would await the recommendation of the Program Director in implementing the Program and they would jointly agree upon a realistic date.

COPY

of the Scholarship, Education and Defense Fund for Racial Equality

4

October 8, 1969

TO: ROONIE MOORE - CARROLL HARVEY

FROM: Bob Jackson

SUBJECT: Monthly Report of the Neighborhood Action Institute
September, 1969

COPY

Christian Methodist Episcopal Church: The Institute began on a new plane by providing T-Group sessions with the West Side Christian Methodist Episcopal Church Youth Council. The pastor of the Church, Reverend Williamson, a young Black minister was concern about the personal relationships of many of the youth he was trying to form into a Council. He asked the Institute to run a 3-day session to have the youth look at their relationship with one another.

We found the youth to be skeptical yet willing to participate in the session. This initial skepticism was overcome once they began participating in the exercises. The group had many interpersonal hang-ups; some around boy/girl relationships, some around old school conflicts and some dealt with their relationship to the church. The following are some of the quotations that came out of the initial session: "I had never listen to you before" (one participant said to her cousin); "You know you still love me, you are just trying to play hard to get" (one male participant to a female who were having personal difficulties); "All of you may go to church, but ya'll ain't no Christians".

By the third day, the group had grown from the initial 15 to 27 as the word spread about the evening sessions and the group requested that the sessions continue on some regular basis. The Institute is in the process of working out these details with the minister.

East Chicago, Ind. A.F.D.C. Mothers' Organization: The East Chicago A.F.D.C. Mothers' Organization contacted the Institute to provide training on how to raise money. During this session, many techniques and methods were discussed with the objective of selecting one that they felt would be most beneficial. It was decided to have a fund raising dance to obtain funds for a trip to the National Welfare Rights Organization convention held in Detroit.

COPY

Gary A.F.D.C. Mothers' Organization: The Institute learned, inadvertently, about growing dissension within the Gary A.F.D.C. Mothers' Organization in reference to the President's methods of operating the Organization. There was a petition being past among the members asking that the President answer charges of malfunction. Upon hearing this, we decided to offer a conflict utilization session to deal with the dissatisfaction in a constructive manner.

On the night of the regular scheduled meeting, however, only six (6) members of the Organization showed up and at the following-up, checking to determine why, we learned that many members had decided not to attend because of their dissatisfaction of the President's handling of the Organization.

The Institute has been in contact with both the President and the dissidents in an effort to bring them together in a session to deal with the difficulties.

Steel City Tennants Council: Latanza Willis has been working with the Steel City Tennants Council. Members of the Council are residents of Gary's east side, and have been having difficulties in obtaining maintenance repairs inttheir apattments in the Ironwood Projects. Latanza has been working with the President of the Organization in an effort to contact people and hold meetings. Their initial objective was to obtain a complete inspection by the Building Department in order to have official documented evidence of poor maintenance. Training sessions in negotiation and the methods of negotiation were conducted prior to their visiting the Building Department.

Thirteen members of the Council were in attendance. They elected a spokesman and in very concise terms, began to outline their grievances to the Building Department. The Building Department were so impressed with their thoroughness and organized methods, that they sent a task force to begin inspection of each individual unit in order to document inefficiencies. The Organization is still in the process of involving more tennants in order to began to deal with the realtor.

Concentrated Employment Program: Our contract with the Concentrated Employment Program has been formulated to the point that we have sbheduled workshops with each of the Neighborhood Centers, the Executive Staff as well as New Careers and Mainstream. Said schedule of workshops will stand from now till termination of the contract. As soon as our monies arrive, I shall forward you a schedule for consultants that we will be needing.

League of Women Voters: I attended a meeting of the League of Women Voters to inform them of the Institute and talk about possible training with the League. Several members of the League were familiar with the Institute and had been present at some of the workshops. I found the League unsure about were it was headed and undecided regarding a concrete project, however, they agreed to have me back at the meeting next month to propose a plan of action or project to be sponsored by the League and the Institute jointly.

COPY

TRAINING WORKSHOP
FIELD STAFF OF
LAKE COUNTY ECONOMIC OPPORTUNITY COUNCIL

HOLIDAY INN - SCHERERVILLE, INDIANA

NOVEMBER 5, 6, 24 & 25, 1969

BY: ROBERT W. JACKSON, DIRECTOR
NEIGHBORHOOD ACTION INSTITUTE

INTRODUCTION

The Neighborhood Action Institute was called in to provide training for community workers and their supervisors of the Lake County Economic Opportunity Council, CAP Program. The participants included some 36 persons; 32 of which were women and four (4) men. Of the 32 women, four were Latin, seven (7) were Black and 19 White. Out of the four (4) males, one (1) was Black and three (3) were White.

SUMMARY OF THE SESSION

The training session started by the staff of NAI being introduced by the Director of LCEOC. The staff then explained their approach to training. The participants were asked if they had attended a training sesiion of this type before and they answered that they had not. The staff of the Institute began by asking the group to define poverty to ascertain their understanding of what poverty was. The initial objectives were also to determine the staff's understanding of the poverty program's national focus. We found that each participant had his own definition of poverty; but it was generally agreed by the participants that poverty is the lack of basic daily needs.

I was surprised at the staff's lack of knowledge of the program and what its implications were nationally. I was even more surprised by their impressions of poor people. During the session, the following believes were stated: "poor people bring poverty upon themselves," "there are jobs for everybody who wants to work," "you are not poor if you have clothes on your back, food in the house and a roof over your head," "poor people who don't hold jobs after being gieen them are just lazy," "I can't understand why these people lie to us to get food."

We began to discuss some of those objectives and the staff also discussed their inability to do the job they felt was needed to be done. They found the inhibited factors to be some other center director's methods of running their program, a lack of communication with central staff and the federal guidelines interpreted by the Regional Office.

The staff seemed frustrated by not being able to do the job and to perform some of the tasks that they felt would be helpful to the poor. At this point, I began to talk about change in this Country and the need for further change. I talked about how change only comes about nationally when there is some activity to interrupt the daily pattern of life. I also spoke to the fact that enough money toddo a job is never given, just enough to end the disruption and to bring things back to the normal daily pattern. From that we went back to look at some of the historical events that were disruptions to the normal pattern of life from the Civil War to the Civil Rights Movement. I spoke then of the poverty program as being one of the programs that was a result of the disruptions of the Civil Rights Movement. We began to analyse the program and we noticed the following:

1. Never enough money allocated to do the job;
2. Conflicting guidelines which, in fact, inhibit the job being done which the program is supposed to be doing;
3. Political pressure and political intervention in program operation.

The question was then asked, looking at the facts, "was the program really intended to benefit the poor?" This was very threatening to most members of the staff and it was seen as an attack upon their competency rather than food for thought and some answer to their frustrations. One participant stated, "We are not doing everything that needs to be done, but we are doing the best we can."

I then asked that if you are not doing everything that needs to be done, then you are compromising yourselves and if you compromise with yourself that means that you are being prostituted by the politicains who dictate program policy and if that be true, that makes us political prostitutes because we compromise what we feel really needs to be done and settle for political expediency. This created a great deal of anxiety among staff members who had never really looked at the program objectively previously.

From the afternoon group, I received the following rumors:

1. I was a Black militant;
2. I was teaching Communistic theories;
3. I advocated violent overthrow of the United States Government.

It was necessary to handle the situation head on by bringing up the rumors before both groups and answering any questions that particularly disturbed individuals. By doing this, we were able to reestablish communication and begin to look objectively at the program in its political sense. By the last day of the training session, members from both groups were saying not only did they understand now what had been said, but they totally agreed.

Their understanding came about by the training staff dealing with some of the specific obtacles that they saw were prohibiting them in doing a good job.

We began to deal with the role of community workers. Many things began to come to light. I found that the participants had not been informed of what this training program would be about. They were just asked to attend. I also found that many really did not know what their job was; they had just been hired and began to do the work that other staff members had been performing.

The staff was then asked to list all of the problems that they felt were preventing them from helping the poor. The following is the list of those problems.

Group I

1. No opportunity to exchange information on all levels;
2. Lack of concern from the Community;
3. Lack of funds for innovative programs;
4. Transportation;
5. Too much red tape;
6. Lack of co-operation from some agencies;
7. Lack of training;
8. Absolete forms;
9. Vague answers to specific questions.

Group II

1. Lack of community interest;
2. Easier communication;
3. More privacy during interviewing;
4. Jobs;
5. Politics;
6. Getting to the poor people.

Group III

1. Sociology and training

    A. Right approach in meeting people;
    B. Right approach to understanding people;
    C. How to cope with our own emotional feelings when dealing with people;

2. Functions of other agencies and rules and qualifications;
3. How much can we do for a client and are we limited (job description);
4. Meetings for all LCEOC staff together.

Group IV

1. More staff participation in NAC meetings;
2. (How do we decide) when they (the poor) need help or not;
3. How far to go with poor people in asking questions;
4. Staff should carry I.D. cards;
5. How to get through to the elderly;
6. What to do with medical problems not pertaining to hunger or starvation;
7. Brush-up classes to show us what the other agencies have to offer and what they are doing to help these people that we refer to them;
8. Increase Social Security and Welfare;
9. Housing for elderly and large families.

The groups were then asked to select the problem of most importance to them. Each of the groups selected the need for more training as a number one problem. The group began to discuss their need for training. One of the things that came out of it was that most of the staff had not had any training at all, and those that had, were only involved in an initial session a year ago. The groups felt that one of the things that was important was training in agency regulations, how to fill out forms, inter-agency co-operation and communication and understanding of their roles in the community.

The two (2) initial objectives which the NAI was asked to perform (community organization and negotiations) could not be done because the agency was not involved in community organization and seemed to have no commitment toward it, and if no community organizations were being formed, then it would be senseless to teach skills in negotiation.

There were three (3) staff members who stated they preferred training to be lectures and agency representatives coming in to talk with the staff. They felt that this approach to training did nothing for them. As one participant stated, "I have gotten absolutely' nothing from this training session." Many of the other participants began to question why she had felt the session had not been meaningful. They were reminded by the staff of NAI that from this training sessions they were informed that different people would get different impressions. What was good for some, was not necessarily good for all and it was important that they understood that from this training, if nothing else.

It is important that this approach to training not be seen as a "compact training program"; but merely an introduction to set a framework for further training to be instituted.

HIGHLIGHTS OF THE SESSION

"But rioting will get them nowhere"

After my talk regarding the need for change and how change has historically taken place, one of the participants felt that I was advocating rioting for community people. I informed her that I was not advocating rioting nor do I condone rioting or looting, but I was merely attempting to objectively state historical fact. One of the things that was pointed out during that session with her, was that everyone attaches his own meaning and believes to many statements and when repeated, it is not the same statement nor the same intention orgionally used by the speaker.

"This was the most important thing in all the training to me"

Throughout the training session when individuals made statements concerning the need for change, and how the program is controlled politically, those statements were misinterpreted by other participants.

In an effort to have the group look at those personal interpretations and believes, a picture was passed to each member of the group and they were asked what they saw in the picture. Many people saw many things. Some saw a man; some saw a woman. Most finally agreed that it was a woman. However, one-half of the group saw a tired, weary, poverty stricken old lady, while the other one-half of the group saw a young, sophisticated, wealthy woman of the world. One group guessed the age of the lady to be between 18 and 25 and the other group estimated the age between 70 and 80. Discussion centered around how different individuals interpret the same thing quite differently and how that had been plaguing the session throughout the training period. It was further pointed out, if there is this much disagreement with looking at the same picture, imagine how difficult it is when we are attempting to use words. This was one of the high points of the session and to one participant it was the most important lesson gained from the training session.

"All of the work groups chose training as number one item needed by staff"

The groups were asked to list problems that were inhibiting them. Then they were asked to select the most important problem. Every group selected training or the lack of training as number one problem. Many staff members stated they had not been in a training session until now. They were also surprised by this approach of training even though I attempted to explain it to them initially. Their concept of training were lectures by agency representatives after which would be a question/answer period. One participant stated, "at first I didn't know what was going on. Now that I know you, the sessions have been meaningful."

RECOMMENDATION

One of the things most apparent from a training point of view, is a lack of commitment to training by the agency (LCEOC). It is recommended that the question of training be worked out at the central staff level and some commitment to training of staff be instituted. Once this commitment is achieved, then an on-going training program should be inaugurated.

It is further recommended that the training conducted by NAI be seen only as a beginning approach and needs to be enhanced by regular job-related training. This job-related training should include representatives from community agencies to answer staff questions concerning co-operation; how to feel out the various forms required by the Regional Office; the community workers' role in the community and how that relates to the overall objectives of the agency. Another major need for the agency is a closer relationship between field staff and central office (a joint training program may be a vehicle to accomplish this).

STATE OF INDIANA)
) SS:
COUNTY OF LAKE)

CONTRACT

This Contract made and entered this _____ day of November, 1969, by and between the Lake County Economic Opportunity Council located at 708 Broadway, Gary, Lake County, Indiana, hereinafter referred to as First Party and the Neighborhood Action Institute, an Indiana non-profit corporation, with address at 1700 Adams Street, Gary, Lake County, Indiana, hereinafter referred to as Second Party.

WITNESSETH:

WHEREAS, for and in consideration in the sum of $__________, Party of the First Part agrees to employ Party of the Second Part to carry out certain training workshops and Party of the Second Part does hereby agree to carry out said training workshops that furthermore, said monies to be paid in full to Second Party herein, on the day of completion of said work.

WHEREAS, First Party and Second Party do hereby enter into the following agreement: Party of the Second Part shall provide two (2) sections of eight hour classes for training of First Party's field staff and supervisors.

First training session to be held on the 5th day of November, 1969 and the second session to be on the 6th day of November, 1969. The 3rd and 4th sessions will be on the 24th and 25th day of November, 1969. There will be a morning session from 8:30 a.m. to 11:30 a.m. The afternoon session will commence at 2:00 p.m. and conclude at 5:00 p.m. on all four sessions. Said training sessions to be held at the Holiday Inn located at Merrillville, Indiana I-65 and U.S. 30.

WHEREAS, Second Party fully understand that the objectives of the training shall include increasing the trainees' capacities in the following respects:

1. Identifying poor persons and their needs, and referring them to agencies.
2. Enlisting several poor persons into a group to discover common needs and pursuing objectives over several weeks with that group to meet those needs.
3. Enlisting several groups in a coalition to pursue a larger community objective.
4. Successfully effecting community change through several tactics including the art of negotiations.
5. Other related matters deduced from needs of the trainees discovered through an evaluation at the end of the first 2-days under the direction of the trainer including knowledge about OEO, LCEOC and co-operatin agencies.

IT IS FURTHER UNDERSTOOD THAT THE first two (2) days of training emphasis shall be placed on interpersonal relations and during the last two (2) days of the training sessions, emphasis shall be placed on community organizations.

IT IS UNDERSTOOD AND AGREED BY THE PARTIES HEREIN, that Party of the First Party shall be responsible for making sure that all participants be present at all training sessions and further that all participants take an active part in the sessions.

IN WITNESS WHEREOF, the Parties herein set their hands and seals to the foregoing Contract on this the ____day of November, 1969 at Gary, Lake County, Indiana.

Lake County Economic Opportunity Council

BY:______________________________
Charles Graves,
Director

Neighborhood Action Institute

BY:______________________________
Robert W. Jackson
Director

COPY

The following report is an evaluation of the Training Program conducted November 21 - 23, 1969 for Metro Corps and Model Cities Board Members and submitted by Butler Dowery. The evaluation will cover each day separately, followed by suggestions or recommendations as a summary.

FRIDAY - Pre-planning for Trainers. General session for Board Members devoted to establishing and explaining objectives to the aforementioned group. The members were divided into small groups and assigned to trainers. The format for the small groups, as determined by the trainers, was such that it provided participation from all members of the group. The sessions were well received by the groups and were productive.

SATURDAY (A.M.) - Continuation of small groups to arrive at problems in the City (Gary) from a hypothetical frame of reference. Progress report from small groups given in a General Session.

P.M. - Workshops - Board Members were able to select workshops (2) of their interest. The workshops, two that I attended (Parliamentary Procedure and Negotiations) allowed the members to become involved in role playing - feedback was interjected when deemed necessary by the trainers. Role playing was the highlight of the General Session and was, by far, the best received session of the Training Program. The theme allowed the members to see how easy it is to fall into a certain pattern of behavior and, in most cases, forget the major issues involved. Social hour concluded the day's activities.

SUNDAY - Wrap-up session - discussion as to whether objectives were reached and ended on a very inspiring message of people getting a better feeling by pulling together than from pulling apart.

SUMMARY - The overall idea of the training program for the Board Members was excellent. The setting (location) was ideal -- the participants were able to get away from immediate surroundings which, in all probability, allowed for a more relaxed atmosphere. It provided the members with an opportunity to see other members in situations other than Board meetings. It was stated by some of the members and I feel that the Workshops and Role Playing were the most productive sessions of the Training Program and more time should be devoted to the aforementioned.

Although a planning period was set aside for the trainers, as a trainer, I feel it left quite a bit to be desired. Not enough input as to the basic problem or problems or what we wanted to accomplish from the first phase of the Training Programs was forthcoming. As the objectives were arrived at so should have been the outcome. The desired outcome was reached but we, as trainers, seemed to be floundering at times.

As was mentioned to me by some of the members, and I concur, more time should have been allocated for socializing. This, quite possibly, is the only time most of the

Board members have been together informally and socializing helps to see a person in a different light- leading to a better understanding of people as a person. Some members felt they would like to spend more time with the trainers on an informal basis.

To conclude I say that the Training Program was productive and provided the Board Members of Metro Corps and Model Cities an experience that I feel sure will cause them to reflect in their daily reactions with each other.

SUGGESTIONS

I. Devote more time to pre-planning for trainers, with more input as to the problems confronting the group to be trained.

II. Setting - the same location or some site outside of Gary. I feel that participation will be better if the participants are removed from the home pressures and provide somewhat of a vacation for some.

III. Training Program allow more time for workshops and role playing.

IV. Allow for more informal socializing during Training Program.

C O P Y

Subject: Evaluation of the first of three training asessions for the boards of directors of Metro Corps and Model Cities of Gary, Indiana.

The training program designed for the Boards of directors of Metro Corps and Model Cities seems to be timely and seems to meet the needs of the majority of the members represented in the session. It was apparent in the small groups that the boards must function below their levels of expectancy because of inadequate organization, conflicting sources of authority, and negative attitudes concerning colleagues, staff, and the population they seek to serve.

The small group sessions on programmatic goals gave vital input concerning the lack of staff positions from which jobs may be parceled out on an equitable basis; and they gave some guidance for making assignment of tasks specific and to particular individuals so that they may be held responsible for their accomplishment.

The small groups on role and function of board members gave input on restricting board members to specific levels of functioning to avoid excessive use of influence. There was also recognition that work groups for establishing policy and for the issuing of policy statements are too large.

The small group discussions of the definition of poverty provided the following understandings: The typical board member does not understand the "culture of poverty." He may be genuinely poor, but he has hope of "making it" in the system, therefore, his ideas and attitudes toward poverty and upward mobility are essentially middle class . Because he thinks and acts out of this frame of reference, he fails to elicit his constituents' support.

The large group feedback sessions and the role-play (mock board meeting) situation most effectively indicated the efficiency of the trainers' work in small groups and the needs that should be met in future training sessions, respectively.

It is the opinion of this evaluator that the first training session was largely successful, however, additional benefits could have accrued from more efficient pre-planning. For future training sessions, objectives and outcomes might be enunciated in advance to give trainers an opportunity to make their most efficient individual preparations which can be quickly synthesized upon arriving at the training center.

It seems that the crucial issue in the training program is the lack of communication skills.

Franklin D. Westbrook

COPY

TRAINING SESSION EVALUATION

In restrospect I would say that the three day training session evolved into a successful experience for most of the trainees and for myself personally as a trainer.

FRIDAY, NOVEMBER 21, 1969

The pre-training session held at the Neighborhood Action Institute could have been more productive and meaningful if all trainers had been present to participate. However, the trainers from SEDFRE did provide adequate leadership to develop a tentative program for Friday evening. Perhaps it would have been more productive if more time had been spent in developing and expanding upon some of the objectives that the trainees thought were relevant to them. I'm not at all sure they all left with a better understanding of the Model Cities Program or Metro Corps' services.

SATURDAY, NOVEMBER 22, 1969

My overall reaction to the training activities of Saturday evening and afternoon was excellent. The idea of workshops centered around a specific issue was great. I was involved in the Negotiation Workshop; it was both relevant and meaningful. I think the participants gained a great deal of insight as to the most effective means of dealing with this issue. The evening role-playing session of a board meeting was, for me, about the most outstanding aspect of the three day session. Trainees were not only given an opportunity to gain insight into their own behavior, but were also given a chance to gain an understanding of those persons who come before boards asking for reasonable requests. At one point we were getting into personality conflicts, and perhaps it would have been wise to refer back to David's Friday night presentation of "My World". However, the role-playing technique for this particular purpose proved to be quite successful.

SUNDAY, NOVEMBER 23, 1969

Sunday morning's session was well spent in summing up the small group sessions and outlining tentative plans for the next session.

RECOMMENDATIONS

1. I would strongly suggest that all twelve trainers be involved in a pre-training session for the purpose of establishing goals for the session and the means by which each trainer can be most effective and efficiently used.

2. I think it would be helpful to have a (1 1/2 to 2 hrs.) social period initially to allow everyone an opportunity to become better acquainted since we will be in close physical contact with each other for 15 or more hours.

C O P Y

3. I would strongly urge the inclusion of a workshop on "Barriers to Communications". There were quite a few members who were handicapped because they were unable to allow themselves to listen with understanding what others had to say.

4. Several problems were brought out in the sessions, most of which were legitimate complaints about the status-quo; greater emphasis and concentration should be given as to how each individual member may aid in the resolution of these concerns.

Respectfully submitted

Arthur M. Jackson

November 25, 1969

of the Scholarship, Education and Defense Fund for Racial Equality

December 1, 1969

TO: Shirley Lacy

FROM: Bob Jackson

RE: Report of training session

Shirley,

Really enjoyed having the group out last week. As always, it was good getting together.

Enclosed you will find my report of the session. Please give your imput and return. I don't know yet if you should send the report to Metro Corps or I. Let's talk about it after you have made additional imput.

Love and Peace

TRAINING OF METRO CORPS AND MODEL CITIES
BOARD MEMBERS

HOLIDAY INN - LANSING, ILLINOIS

NOVEMBER 21, 22 and 23, 1969

INTRODUCTION

The training of the combined Model Cities and Metro Corps Boards was an attempt to offer training to Boards who will be concentrating in generally the same section of the City.

The boundaries of the combined programs are: Metro Corps: Broadway, West to Cline Street and from 9th Avenue, South to the City limits. Model Cities: From 9th Avenue, South to 13th Avenue; Broadway, West to Madison Street. Within these boundaries, the Model Cities Program has just been funded to begin a complete physical as well as sociological attack on condittions here. The Metro Corps Program, through its referral centers, has been tackling the problem of poverty by seeking those less fortunate members of the community and informing them of existing community agencies.

The Boards represent a cross-section of the City's population with community members being elected, some persons being appointed and others being representatives of the Neighborhood Action Council.

The Boards have not had previous training and this is an initial effort to provide training which Board members had been requesting.

The governing Board for the training program is the Training-Planning Committee made up of five (5) members of the Metro Corps' Board and five (5) members of the Model Cities' Board. These ten (10) people are responsible for the operation of the training program.

It was decided that the training program would be a series fof inter-residence sessions at four (4) month intervals--November, '69; March, '70 and June, '70. The Committee wanted to get the training program off the ground, so it urged its staff in October to plan for a November session.

SUMMARY OF SESSION

This session should be seen as a beginning toward an on-going approach to training with both Boards. The training session consitted of six (6) members of the Scholarship, Education and Defense Fund for Racial Equality, the Director of the Neighborhood Action Institute, three (3) graduate students from the University of Indiana in Bloomington and two (2) professors from the University of Indiana, Northwest Campus. This staff was under the direction of the Neighborhood Action Institute.

The following objectives were set for the weekend session:

1. Identification of roles and functions;
2. Establish future training goals;
3. Impart skills in parliamentary procedure.

There were 53 participants for the first session on Friday evening: The breakdown is as follows: 10 Black men; 35 Black women; two (2) Latin men; four (4) Latin women and two (2) White men.

There were varied expectations from the Board members as to what the training session would provide. It is general knowledge that there had been difficulties between the Boards and their staff. Many Board members felt that this session would help to "arm" them in their fight with staff. Other Board members hoped to gain knowledge in parliamentary procedure to improve the flow of their meetings; still, other Board members, expected to be provided loopholes in the federal guidelines in order to "be more effective in the community."

Beccause of the Board/Staff difficulties, it was decided to deal first with the roles and functions of Board members and to make it clear that in order for the program to be successful, it was absolutely necessary for complete unity between Board and Staff. The four (4) basic functions of a Board were outlined and discussed. They were as follows:

1. Set policy;
2. Allocate funds;
3. Hire Executive Director;
4. Evaluate program.

It was emphasized that the Board hire the Executive Director and staff because of their competency and dedication and there are some areas that are staff responsibilities and this should not be infringed upon by Board members.

In an attempt to gove the participants a choice in subject matters and to provide a number of skill workshops, it was decided to spend Saturday afternoon with four (4) workshops:

1. Negotiation
2. Innovation Program Development
3. Community involvement and use of resources
4. Parliamentary procedure

These workshops were to run from 2:00 p.m. to 3:30 and 4:00 to 5:30 p.m. Each participant could then choose two (2) workshops of his choice to attend. This approach was good to provide skills, but it created some problems in decision making for Board members in deciding on which workshops they wanted to attend. Some Board members felt that didn't want to miss eny of the workshops.

The high point during the weekend session, was the "mock Board meeting" held Saturday evening, to give Board members an opportunity to look at how they function as a team. The following is the plot regarding this session:

> A union wanted to give $50,000.00 to a street "gang" to be used on whatever they saw fit. It wanted to go through a "responsible organization " for tax purposes. They would have no control over the money. They were, in fact, a funneling organization. A union representative and three (3) members of the street "gang" presented themselves and their case to a Board made up of seven (7) persons.

There were two (2) critical points highlighted by the participants. The first, dealt with where the training session was held. The general session meeting room was also the dinning room. This made it necessary to eat, then the participants had to leave the room to go outside in their rooms until the eating tables were cleared and taken down and chairs for the session were put up. This was necessary because of the lack of time to secure a place. The staff was told in October about the training session in November. The first session was origionally scheduled for September, but the program was late getting started.

Mrs. Farrar and Mrs. Greenlaw, the training staff and members of the Training-Planning Committee, did an excellent ojob in planning and administration of the weekend workshop. Participants' rooms were ready and many often over looked details were taken care of.'

Some participants urged that next training site be at a place where the group would not have to go outside to the small group meeting rooms.

Many Board members questioned why the two (2) White trainers had not taken a more active part. The trainers indicated that this was their first experience at a community development training session. Their experience had been in the area of sensitivity and personal growth.

HIGHLIGHTS OF THE SESSION

"It felt wrong"

To open the session and to erase the obvious tension that existed from their initial gathering, the Board members experienced a Micro Lab which was to indicate how different persons had different opinions and feelings regarding the same experience. The participants were asked to fold their arms in the normal manner and then to refold their arms with the opposite arm on top. They were then asked how the latter felt. Some of the responses were, "different", "uncomfortable", "I can't do it". They were then asked to do the same thing by clasping their hands. They were asked how they felt. The responses were pretty much the same, however; one participant indicated that "it felt wrong". These highlighted the Micro Lab to show that what's comfortable for some people and right for some people, was indeed considered uncomfortable and wrong by others and that the participants should begin to recognize and consider another's concept and point of view.

"I would fire him"

In order to facilitate discussion, it was decided to break participants up into small groups. The first small group discussed the roles and functions of Board members. During these discussions many of the difficulties between staff and Board came to light. Some of the problems delt with Board members not knowling their roles or functions; but much of the difficulty centered around lack of communication between staff and board. In one small group the trainer asked, "What would you do if you continually had difficulty with you Executive Director?" One participant answered, "I would fire him." This raised much discussion regarding when and how to fire a Director. It was felt by some Board members, that unless there was a clear understanding between Executive Director and the Board, it was possible for the Director to take some action with which Board members would not agree. Another response was, "If you fire this Director, you many get someone worse."

The group then moved to some alternatives to firing staff that would bring about unity and would not create dissension and animosity. Some role playing was then done in the small groups to have Board members determine if their fellow Board members were doing a good job.

"It happens every time"

During the workshop on Negotiations, the principles and techniques on Negotiations were taught for the first portion of the period. The second portion of the period dealt with the participants selecting a committee and spokesman and confronting some Regional Directors of a federal program to negotiate a reduction in expected funds. During the Negotiations sessionk some of the participants were led astray of the subject and were working against the purposes of the Negotiations Committee by agreeing with many of the statements of the federal agency staff. When the action was stopped and the participants asked what they had witnessed, many felt that this was typical of had been happening to Boards. One participant mentioned "it happens every time". The group then begin to look at why some things happen and how to improve them . It also looked at methods to prevent the same thing from reoccurring.

Mock Board Meeting

"It gave us a chance to see ourselves....."

The hallmark of the weekend workshop was the role play of the board meeting. With some members acting as board members, the other board members were asked to observe and to give their impressions.

During the meeting with the "gang" members, the board dealt more with the gang members' manners and how they addressed the board than with what they wanted to do with the money. Jobs, health clinics, recreationg and education projects were included in their proposal.

As the other board members gave their impressions, one board member told the group that the role play had been a tremendous experience for her because "it gave all of us a chance to see ourselves, as other community people see us."

The other board members indicated that they had learned a great deal from the mock board meeting regarding their role as board members.

Another board member was very realistic when she stated, " as rough as those boys are, I would give them anything they wanted, I wouldn't want them waiting outside for me."

"I just had to cry"

This response was given on an evaluation sheet by one of the participants. The final experience of group was to break into groups of six and to share a two sentence eulogy with each other. After the eulogy, the groups were asked to grasp each other then to release. The trainèr then stated, "You have been close together and you have been apart, now you decide which is better". The participant stated that the emotional impact 6f the exercise and the skills she had gained were overwhelming.

To conclude the training session, the participants were reminded that this session should be only a beginning and they were asked for some of the things they wanted to be included in the next session in March. The list was as follows:

1. Black History lectures
2. Togetherness
3. Machanics of Administration
4. Workshops regarding program operation (Guidelines) Structure
5. Staff-Board workshops
6. Urban Changes
7. New funding channels
8. Future workshops with CEP, Model Cities, Metro Corps, & N.Y.C.
9. Program outside target area (means)

10. Atitudinal workshops
11. Information on small business (Black economic development
12. Citizen Participation - Black economic development
13. Community Career
14. In-service staff training

AGENDA

Friday, November 21, 1969

6:30 - 8:20 p.m.	Registration and Introduction of Trainers
8:20 - 8:45 p.m.	Micro Lab
	Verbal Communication Introduction of Board members to each other
8:45 - 9:00 p.m.	Discussion: Seeing another's view point
9:00 - 10:30 p.m.	Small group Discussion
	What is Poverty? Identification of roles andresponsibilities of Board members

Saturday, November 22, 1969

9:00 a.m. - 12:00	Roles and functions of Board members
	Method: Small group discussion
12:00 - 1:00 p.m.	LUNCH
1:00 p.m. - 5:00 p.m.	1 1/2 Hour Rotating Workshops
	1. Negotiating 2. Parliamentary Procedure 3. Innovation Program Development 4. Community Involvement and use of Resources
6:00 - 7:30 p.m.	DINNER
7:30 - 9:00 p.m.	Mock Board Meeting

Sunday, November 23, 1969

9:00 a.m. - 10:15 a.m.	Discussion List of Future Training Objectives
9:20 a.m. - 10:30 a.m.	Small groups
10:30 a.m. - 11:00 a.m.	Evaluation Methdd: Written

MEMORANDUM

January 1970

TO: Marvin Rich/Ronnie Moore - SEDFRE

FROM: Robert Jackson, Director, Neighborhood Action Institute, Gary, Indiana

SUBJECT: Report of Workshop with MOYA (Ministry of Youth Action) of the Prince of Peace Lutheran Church, held January 3-4, 1970, at the Geneva Conference Center, Rochester, Indiana.

BACKGROUND

MOYA is a group of white teenagers who are members of the Prince of Peach Lutheran Church in Merrillville, Indiana, which is a suburb of Gary. One member of the group had been at a previous workshop of kids in Glen Park held by SEDFRE's Neighborhood Action Institute. I was contacted by the youth, who liked the previous workshop, and asked if I could come to speak to his church youth group.

When I met with the group in December, I talked to them about SEDFRE: what we did and how we work. The group invited me to attend a retreat they were having in January. The group was interested in working in some capacity in Gary's "inner city," and asked me: "What can we do?" I told the group that I didn't think I was the one to tell them that. I told them I had been working with a black church youth organization and would try to get them together if they desired. I told them that these young people would be more likely to know what they could do. The MOYA group seemed excited about the possibility of getting together with a black group.

The group discussed their frustrations with their parents, who exhibit signs of overt racism. One youth stated that when black people appear on their TV, his father says, "Get them chocolate drops off there." A girl said she once asked her father what he would do if she married a black man. Her father looked shocked and answered, "I'll kill the guy, you and myself first."

I asked the group about the objectives of the retreat and what they planned to do. I found that there was no agenda and the purpose of the retreat was very vague to most members.

I agreed to go on the retreat and then worked with the group and the pastor, Larry Shaver, to design an agenda. The planning session was extremely meaningful to the group. One girl's father, for example, had asked what they were going to do at the retreat. When she couldn't give any details, he told her that she couldn't go. Later, after showing him the agenda, he changed his mind and said, "If you really want to go, you can."

The Geneva Conference Center is located in Rochester, Indiana, 75 miles southeast of Gary. The center is situated between rolling hills and was very picturesque under an 8-inch snow fall.

Twenty persons attended the retreat, all (but the author) white. There were 16 youth, 7 males and 9 females. The bus driver, Mr. Smith, brought his wife and Rev. Shaver also brought his wife.

OBJECTIVE

The stated goal of the retreat was to take an objective look at MOYA as it relates to the following:

A. self
B. the church
C. the community
D. society

We began the workshop with each participant discussing three questions:

1. "Things I like about myself"
2. "Things I dislike about myself"
3. "How I think others see me"

Many members, according to the group, had "sort of come around and joined." This casual approach left members with little real sense of knowing one another and discovering the commitments they shared. Yet understanding one another and the organization better was very important to most of the group. There was a lot of discussion after each person explained his or her feelings. The session was to end at midnight, but the group continued until 2:00 a.m.

DYNAMICS

Each day the sessions were begun with religious devotions. Pastor Shaver presented a vivid comparison between the original intentions of the church and its presentday philosophy. This was a stimulating portion of the workshop, producing many questions and discussion.

The highlight of the session was an evaluation of Prince of Peace and MOYA. The group began to discuss what was happening in their group. There was discussion about the various cliques that had been formed within the organization. Some participants noted: We disbanded the Lutheran Youth League because it wasn't doing anything: we are not any better." No goals or objectives had been established for the group. Many youth had no idea about its purpose.

At this point the youth were asked to go into another room and work out some ideals for MOYA. The group returned with three general ideals to which they would later set goals.

1. to have a youth representative on the church council
2. to work at serving the community
3. to apply Christian principles to their daily living

This provided a stage for issues to develop and be dealt with within the group. The youth planning session also hastened the inevitable leadership struggles within the group, and these were dealt with as part of the training process.

It was also decided that the future meetings would be to conduct business only and not "goofing around."

The group then began to discuss future relations with the West Side Christian Methodist Episcopal youth group. It was decided that they meet at alternate church sites to develop rapport, then have a joint 3-day retreat in the Spring. This was enthusiastically endorsed by all of the members.

The group was then asked to estimate their parents' reactions to their going into the "Black Ghetto" for a meeting and black youth coming to their church. Most of the discussion that followed indicated that initially this would be a problem. The young people felt that their parents would be apprehensive, but stressed that this was something they really wanted to do. They felt that there was a lot of "homework" they had to do to make this a reality.

EVALUATION

The participants felt that the weekend retreat was just what they needed to bring MOYA together.

I felt that the youth were sincere in their intentions to make the group viable and to get involved in a meaningful program.

It is important that some follow-up be done. I have talked with Pastor Shaver about this.

Most of the participants echoed Pastor Shaver's sentiments when he said, "This is the best retreat I have been to in ten years."

RECOMMENDATIONS

First, I recommend meetings between Pastor Shaver, Reverend Henry Williamson of the West Side CME, and myself, so we may discuss in advance the problems and issues likely to arise in planning a joint workshop series for Gary youth, black and white.

Next, I recommend a longer-range effort to involve more white Gary youth in workshops of this type. Three other suburban Lutheran Church youth groups have been putting out feelers for similar programs. I suggest we first strengthen the bonds between MOYA and the CME youth group; then bring in the others. A more broadly based workshop series could, I feel, contribute to some easing of racial tensions in Gary.

AGENDA

Friday, January 2, 1970

7:00 - 8:30 p.m.	Travel to Rochester
8:30 - 9:00 p.m.	Orientation
9:00 - 9:15 p.m.	Devotions - Pastor
9:15 - 9:20 p.m.	Introduction of Trainer
9:20 - 9:30 p.m.	Micro Lab w/music - Bob Jackson
9:45 - 10:00 p.m.	Lecturette: "Worlds, Yours and Mine"
10:00 - 12:00 midnight	JoHari's Window T. Group - Bob Jackson
12:00 - 12:15 a.m.	Critique

Saturday, January 3, 1970

8:00 - 8:45 a.m.	Breakfast
8:45 - 9:00 a.m.	Devotion - Pastor
9:00 - 9:15 a.m.	Biblical Understanding of the Church
9:15 - 10:15 a.m.	A critical look at the presentday church - Pastor
10:15 - 10:30 a.m.	Break
10:30 - 12:00 noon	Evaluation of our own church and MOYA
12:00 - 2:00 p.m.	Lunch
2:00 - 3:00 p.m.	Film: Nothing but a Man
3:00 - 5:30 p.m.	Attitude Exploration - Bob Jackson
5:30 - 6:30 p.m.	Dinner
6:30 - 7:00 p.m.	Five Squares - Bob Jackson
7:00 - 10:00 p.m.	FREE TIME

Sunday, January 4, 1970

8:00 - 8:45 a.m.	Breakfast
8:45 - 9:00 a.m.	Devotions
9:00 - 11:30 a.m.	"Our Society" - Pastor a. Urban b. Agrarian c. Sub-Culture
11:30 - 12:00 noon	Evaluation - Bob Jackson

Bob Jackson

Report of SEDFRE's Involvement in Gary, Indiana
September 1968 - August 1970

Robert Jackson

After the surprise election of Richard G. Hatched as Mayor of Gary in 1968, there was an avalanche of persons, programs and finances to help the "Brother to make it."

Included in that avalanche was some vaguely defined concept of the Neighborhood Action Institute. I was hired by SEDFRE, at the request of others, to become the director of this elusive concept. I use the term elusive because no one seemed to know really what the purpose of this Institute was supposed to be.

When Jesse Bell first talked to me about the Institute he said, "you'll have to see Hank Smith or someone at SEDFRE to find the details." All he know was I didn't have to sit in an office. I was telling him I could never be a "desk jockey." When I talked to Ronnie Moore and Wallace White, Director of Gary's CEP Program, it was to be a training institute. When I talked with Jim Gibson of Washington, D.C, Mayor Hatcher's consultant, the Institute was not to be training as such, but was to be a "wheeler dealer" type agency to serve as a broker for the Mayor by calling together Chamber of Commerce people, and United Fund people and U.S. Steel to gain support for a given program.

From September til November I began my education of Gary. I went to meetings, ate lunch with federal program directors and generally attempted to become known. I found that people there were very suspicious of outsiders, so it was quite some time before I was accepted.

Since SEDFRE was a training organization, and I was a staff member, I considered myself a "trainer." The only problem was, I had never done any training. I knew my way around the community, and I knew I could do community organizing, so my confidence was in community skills and development.

Soon I met Art Naperstak, who was working in the Mayor's office on a grant from Purdue University. He had some experience as a trainer with NTL. He began to develop a friendship with me and began to show me the basics in developing a design and running a workshop. We did one training workshop for Model Cities surveyors. I learned a lot from Art.

Then Ronnie Moore had me to come to NYC for a meeting and a training session with other SEDFRE staff members. After that experience, I know what the Institute would be, and I wanted it to be just like SEDFRE. I then pulled together a board and began procedures for incorporation. The primary purpose of the Institute was to help Mayor Hatcher by providing leadership training to community groups as well as the staff and boards of the federal programs.

The training was primarily to serve Gary, but as word passed, the Institute went to other towns throughout the state such as Valpariso, Terre Haute, Richmond, Fort Wayne, Evansville and Indianapolis. Training was provided for staff and boards of the Gary Employment Program, the Community Action Program and the Model Cities Program.

From this training the word spread and the Institute began to receive calls from community groups, church groups and civic organizations.

~~Describe these training sessions~~

- NAI served as trainer for the state-wide AFDC Welfare Rights Conference held in April 1969 in Fort Wayne

- NAI was called upon by religious denominations to provide training to their youth groups

  Gary Aldering House - Catholic
  Prince of Peace - Lutheran
  West Side - CME

- NAI was asked by the Chicago regional office to train the Gary VISTA Volunteers

- NAI conducted several race relations workshops between black and white church groups and staff of youth servi~~ce~~ng agencies

- NAI was the organization selected by members of Gary's Street Organizations to provide training to their Leadership Development program

- NAI was selected to provide staff development workshops for teachers in the Gary model school. From these sessions word went out to conduct these type of staff development sessions in all the schools. This prompted Dr. Gordon McAndrew, Superintendent of Schools to request SEDFRE to develop a proposal for the entire Gary school system.

Addendum →

Even with its vague inception, SEDFRE's NAI provided some positive aspects for the city.

Before the Institute was started, very few persons had any concept of the laboratory method of training. Their concept of training was the classroom approach. Since that time, there is knowledge of and belief in training as a learning vechicle and groups have begun to use it.

It has also given a positive image of a consultant group who didn't come in and leave with a lot of money, but stayed to provide day-to-day consultation. It is very important to understand that SEDFRE's commitment to Mayor Hatcher and the city of Gary has not ended. SEDFRE will still provide consultation and training when called upon.

~~So the saga of Gary and its progress goes on~~...............

The following clippings provide some insight into the pulse of the city.

To follow the last paragraph

— ~~What was accomplish?~~

— ~~Should this be done again? How?~~

—

August 21, 1970

MILTON VIORST

Wash. Evening Star July 17, 1970

Hatcher Took On Impossible Task

GARY, Ind.—It seems to be a new national habit to turn our cities over to black mayors after they've proven themselves ungovernable in the hands of whites.

Stokes didn't get Cleveland, or Gibson Newark, until the problems were all but insoluble. If a black man isn't good enough to run a healthy city, what miracles can we expect of him with a city that's moribund?

Here in Gary, Richard Hatcher is working energetically to overcome decades of neglect — and official corruption—by whites. It's an almost impossible task.

Never more than a shabby mill town, planlessly put together, Gary suffers from poverty and slums, pollution and crime, school deterioration and physical ugliness.

Home for 174,000 people, it is scarcely the repository of the small-town virtue that Americans extol. It is, rather, the microcosm of the urban crisis that is undermining the country.

Hatcher's principal obstacles are a lack of money, a shortage of skilled assistants and a group of mill owners who turn to the city for service but acknowledge no particular obligation in return.

Gary's heavy industry, even during the current recession, is prosperous, but it puts almost none of its profits in, say, replacing the slums with decent housing for the labor force on which it depends.

Hatcher, as a result, must look to Washington. A Democrat, he concedes that the Nixon administration has treated him fairly. His aggressiveness has given Gary more than its share of federal grants—and one of the country's most extensive low-cost housing programs. But, in relation to need, the money available is insignificant.

The worst of Hatcher's problems, however, is the bitter racism that divides Gary, sapping the spirit of community which is indispensable to a city's regeneration.

The racism isn't just accidental, the spontaneous product of insecurity and fear—though there's plenty of that, too. It has been consciously and concertedly cultivated by self-serving politicians to maintain their positions of power.

The pattern has been familiar in the South for a century, maybe two. There the social and economic elite has understood the advantages of turning the wrath of the white poor from itself onto the neighboring blacks.

During the Progressive era, for example, there was a brief moment of black-white unity which promised major reform, but was broken up when the "establishment" once again separated its antagonists into contending racial factions.

The importance which poor Southern whites have attached to their racial supremacy has made the region the most politically conservative in the country—and perpetuated the power of the old elite.

Gary, to which blacks in search of work began migrating long ago, suffers from a comparable heritage. There the elite is the Democratic political machine which runs the north-west corner of Indiana. Year after year, it has diverted reformist energies into racial warfare.

In Gary, with the voting population almost equally divided by race, Hatcher upset the machine's power with a handful of white votes and almost all the blacks. But the machine, still tightly in control of the surrounding county, fights on.

Hatcher has changed Gary's reputation for wide-open vice. By clamping down on numbers and prostitution, he has cut off much of the revenue long funneled through organized crime into the machine treasury.

Having refused to play the politicians' game—as many once predicted he would—he remains the machine's principal target for political elimination.

Next spring, the machine will serve up a white and a black candidate to Gary's voters in the party primary. A victory by either will serve its purposes, but it is likely that the black vote will split and the white may win.

It's not necessarily that blacks are ungrateful for Hatcher's efforts, but that it's hard to hold the loyalty of a voting bloc in a city with as many troubles as Gary.

Hatcher, after all, will not come close to making Gary fit to live in again. But with such problems, who could?

We Americans now turn our cities over to black mayors after they're unsalvageable. It would be ironic—but not improbable—if we cited the failure of these men as proof that blacks can't govern.

Wash. Evening Star 8/2/70

Letters to the Editor

Published letters are subject to condensation, and those not selected for publication will be returned only when accompanied by stamped, self-addressed envelopes. The use of pen names is limited to correspondents whose identity is known to The Star.

U.S. Steel and Gary, Ind.

SIR: We in United States Steel, the principal heavy industry in Gary, Ind., were shocked by the generalizations about Gary in Milton Viorst's column of July 28. These superficial comments represent a startling lack of knowledge of the involvement of United States Steel in search for solutions to community problems and the cooperation which has been extended to Mayor Hatcher since his election.

Mr. Viorst mentioned Mayor Hatcher's shortage of skilled assistants. Recognizing this problem, in February of 1969, United States Steel made a challenge grant of $70,000 over a two-year period to enable the Mayor to hire three assistants—one for housing, one for law enforcement, and one for general administration. The challenge was met through gifts of foundations and individuals, and the assistants were hired.

In his first report on the state of the city on February 26, 1968, Mayor Hatcher indicated that housing was the city's principal problem. U.S. Steel responded by conducting a feasibility study which led to a low-cost housing development, Oak Knoll Terrace. At the time it was announced, this project represented more rental housing than had been installed in Gary over the last 40 years. The first tenant moved in early in June, 1970, just one year after groundbreaking. Constructed by U.S. Steel, the FHA-financed Oak Knoll Terrace will be owned and managed by the Urban League of Gary.

Have Played Important Role

Management employees of U.S. Steel have played an important and supporting role. Currently three are serving on the board and two on the advisory committee of the Urban League. Minority contractors have been involved to a large extent as subcontractors in construction of the development. Secretary Romney has described this project as, "the kind of cooperative effort needed here and elsewhere to battle a national housing shortage."

U.S. Steel, as a principal employer in Gary, has set up a manpower training program under an MA-5 contract with the Labor Department which to date has trained over 1000 people, most of them previously considered unemployable. Another 1,000 have been hired and trained under an independent private training program.

Currently, 200 members of the U.S. Steel organization are active in 50 civic, business and government agency groups in the city. Through their leadership a successful hospital drive to strengthen two hospitals in the inner city was completed last year. A challenge grant of $1.5 million from the U.S. Steel Foundation, plus an employe payroll deduction campaign, was the principal factor in making this possible.

U.S. Steel also was largely instrumental in initiating and coordinating, in cooperation with Mayor Hatcher, a management study of city government staffed by experts in accounting and systems and procedures from all elements of the business community—an effort which we believe has been helpful to Mayor Hatcher in increasing the efficiency of city government.

It also was a prime force in extending the base and increasing the effectiveness of the United Fund Appeal on a county-wide basis,

Active Against Pollution

U.S. Steel is actively engaged in a program to improve air and water quality, which in the last three years in the Chicago-Gary area has cost $90 million.

Space does not permit a full listing of the many smaller projects which prompted the president of the Gary Chamber of Commerce to say, in a nation-wide telecast about Mayor Hatcher recently, "the Corporation—this is what we call them locally, has the feeling that they are dealing with an honest person. I think that they have come into the community, affirmatively—positively, with funds, with resources, more in the last two years than they have in the last twenty years."

Mr Viorst's generalization of Gary as "planlessly put together" also is untrue. At the time of its birth early in this century, the city, thanks to the efforts of United States Steel, was a model for industrial towns throughout the nation. Then planning was concerned with street layout and building design. Today, with planning more and more concerned with the quality of life in a city, U.S. Steel is an active participant.

United States Steel's advertising theme this year is: "We're involved." Certainly Gary, as Mr. Viorst said, has problems that represent a microcosm of urban America. As a corporate citizen, United States Steel is involved in working with all elements of government and the civic community to develop solutions.

J. David Carr,
General Superintendent,
Gary Works,
United States Steel Corp.

• • • •

SIR: Viorst was on the wrong track in blaming the Lake County Democratic machine for the racial divisions in Gary, Ind., in his column of July 28, entitled "Hatcher Took On Impossible Task." The leaders of the machine may not fit the "John Lindsay image" Mr. Viorst apparently seeks; but the fact is that from the end of World War II to Hatcher's election in 1967, the machine-controlled government in Gary oversaw the integration of five of the eight high schools in the city; Froebel, Tolleston, Edison, Emerson, and Horace Mann. In the case of Edison and Horace Mann, integration was initially achieved through busing, Edison in 1954 and Horace Mann in 1964. Moreover, the neighborhoods surrounding all five schools were all integrated during this period of machine rule in Gary.

In short, Gary's white blue collar workers have experienced substantial integration under the Democratic machine. If racial animosity is higher than ever, Mr. Voirst should seek the reasons in those schools and in those neighborhoods that have been integrated rather than making the machine the scapegoat. The machine can be legitimately criticized on many accounts, but the causes of Gary's racial divisions are much deeper and much more complex than Mr. Voirst suggests.

Herbert W. Niksch.
Gary, Ind.

TO: BOARD MEMBERS OF THE NEIGHBORHOOD ACTION INSTITUTE
FROM: BOB JACKSON, DIRECTOR
SUBJECT: STATUS REPORT ON THE NEIGHBORHOOD ACTION INSTITUTE

The Neighborhood Action Institute was established in Gary, Indiana on November, 1968 as a non-profit incorporation to provide leadership development training to all local neighborhood groups regardless to race, religion or national origin.

During the month of November this Institute was in contact with the following persons:

1. Wallace White, Director, Gary Concentrated Employment Program;
2. William Smith & Frank Brown, Gary Metro Corps;
3. William Staehle, Jim Holland & Hank Morgan, Gary Model Cities Program;
4. Charles Brown, Gary Youth Program;
5. Mrs. Juliette Greenlaw, Chairman, Gary Welfare Mother's Organization;
6. Chairmen of the three Concentrated Employment Programs Community Advisory Councils;
7. Three Black Precinct Chairmen (I attended two of their meetings);
8. Mr. Scott, Chairman of "MARONA", a group of addicts and former addicts who have been meeting and have gotten together a proposal to establish a "Half-way House" for addicts in Gary. I have attended their meetings, which are held every Sunday at 4:00 p.m.;
9. Soul, Inc., a group of former gang members who have gotten a proposal funded and have opened a Community Hall, a Roller rink, and are repairing a theatre they have purchased to put on shows with local talent for their benefit.
10. Manpower Advisory Board, this board is made up of representatives of three (3) CEP Neighborhood Councils and persons selected by the Mayor.
11. Charles King, Executive Director to the Human Relations Commission

During the week of November 18, 1968, I met with Metro Corps and was most concerned with the Program. They had no staff working for them in the community except for four (4) staff persons engaged in referral services. After explaining my role, I was told that they would contact me when they finished their staffing pattern.

Model Cities Program and CEP were also contacted regarding training possibilities. A meeting with Julian Allen, Sylvester Goodson and Wallace White was held on November 16th and the draft contract that was drawn up by CEP was discussed. In reference to Model Cities, Jim Holland and I met and discussed possible training for the staff, and a training session for a group who would be doing a survey in the target area.

During this time I met with Jim Holland, Hank Morgan and Bill Staehle and worked out some specifics in reference to the training with Model Cities.

The week of November 25, 1968 began with a meeting with Robert Forst, Senior Coordinator of the Concentrated Employment Program, and William Carpenter, who is a local representative of the Department of Labor, regarding the Neighborhood Action Institute's training contract with CEP. The insurance requirements that were needed for the Institute were the following: Workmen Compensation Insurance; Public Liability Insurance and Personal Bond for the Director.

A meeting was held with Charles King, Executive Director to the Human Relations Commission to outline the Institute's program and to establish communication with him. I learned from Mr. King that he was to receive a $1600.00 grant from the Juvenile Delinquency Fund, to provide a kind of sensitivity training for policemen early next year. I reminded him that the Institute could be of considerable significance in this endeavor.

I also met with the Model Cities Deputy Director, Jim Holland, who informed me that Model Cities were hiring 20 interviewers to do a survey in the target area and wanted training for this group. I agreed to provide the training at $1200.00. We met later in the week to bring out particulars and a contract has been written up by this Institute. Art Naparstek, who is very interested in training and has training experience, and I will draw up a training design and conduct the workshops.

During the month of December, 1968, the N.A.I. struggled with the Directors of the various programs to sign contracts and also to being about community awareness of N.A.I. Eighty-five per cent (85%) of the time has been spent in getting Model Cities and Metro Corps, Metro Corps and Youth Programs, Model Cities and CEP to coordinate and to communicate their activities to one another.

By this time, there has not been any particular problem for the Institute in getting established. If there was one problem initially, it was regluar communication with the Mayor, but that has been worked out.

By January, 1969, it was seen that most programs were not administratively prepared for the training. A typical example would be the Model Cities Program, which had postponed the beginning of training on three (3) occasions since the contract was signed. Training was set up for the 16th day of January, 1969.

During the week of January 6, 1969, a meeting was had with Wally White, Director of the Concentrated Employment Program, to discuss the beginning of training for CEP staff and Board.

During this month the Institute was in contact with the following: Gordon MacAndrew, Superintendent of Schools; William MacCallister, Vice-President of the City Council; Quentin Smith, Presidentof the City Council; three (3) settlement house Directors; and the following gangs: Kangaroos, Terrytown Rangers and Sin City Disciples, also the Urban League and City Department Heads.

By January 15, 1969, I had selected three (3) staff persons, but had no intentions of having them begin on payroll until the monies from the CEP contract were in our hands.

Some of my thoughts for the future of NAI are as follows: There was no question that the success of the training workshops with Model Cities Interviewers was the most important session we would be engaged in, because we would be observed quite closely. After the training sessions, the Institute passed out an evaluation sheet and the following are remarks regarding the training:

"Liked the way we learned ways to deal with public and knowing how to address ourselves to the public, etc."

"The main strength was your ability to make us feel assure of ourselves".

"Every member that was in training regardless of how he or she put his thoughts into conversation, his conversation and thoughts were analyzed to show that he was trying to say something that was worthy or constructive".

"I enlightened me on some of the plans being made to improve the City. I gained an insight on how to interview the people to accept refusal of admittance and continue with the survey. Remember what the objective was---never give up."

"After being a student of Mr. Jackson, his very strong points were understanding, trust, and coming right out being sure enough folk."

"Everyone that I have talked with, said that Mr. Jackson broke everything down to a tea, and from the little time I was here, it was very good, and well explained."

"Where everyone had their own ideas about things, and each issue that was brought out, the people debated strongly on it."

"I feel that we could have been briefed more on the Model Cities structure."

"I think you brought out a lot of the problems we would run into and to certain extent I think you over exagerated some of the conditions we would undergo, but I think the training was excellent. I think you brought out a lot of the problems we would run into. But I also think it was exagerated too, but because of this exageration, I feel more apt to cope with a problem whenever it may come."

"I was not given complete details on the functions of Model Cities, this placed me at a slight disadvantaged."

MSS
546

SEDFRE

NEIGHBORHOOD ACTION INSTITUTE, GARY, INDIANA
STAFF MEMOS AND RESUMES, 1969

Box 25
Folder 9

State Historical Society of Wisconsin

Please Retain Original Order

COPY

January 28, 1969

Mrs. Herbertine Miller
1041 Wright Street
Gary, Indiana 46404

My dear Mrs. Miller:

It is with deep regret that I accept your decision to not to join this Institute. However, I am very happy to know that you have secured a position in the secretarial field. I wish you all the good things that you deserve in these endeavors. This Institute will be the loser by your decision and I will truly miss your abilities and personality.

If at any time, for any reason, I personally or this Institute may be of any assistance on any matter, please don't hesitate to contact us. I remain,

Always,

Bob

BJ:cym

Mrs. Herbertine Miller
1041 Wright St.
Gary, Ind. 46404

Jan. 22, 1969

Dear Mr Jackson –

I have given this a great deal of thought in the past few days and have come to the decision – with mixed feelings – that I can not accept a position with you and do it justice. You know, of course, that my training is in the secretarial field, and I am happiest in that work. I have accepted a position as a secretary.

Thanks for your ex-

NEIGHBORHOOD ACTION INSTITUTE
1700 Adams Street
Gary, Indiana 46407

MEMO

2/3/69

TO: STAFF OF NAI

FROM: BOB JACKSON

SUBJECT: EMPLOYMENT WITH NAI

It is requested of each and everyone on the staff of NAI to be present for a meeting to be held on Thursday, February 6, 1968 at 9:45 ~~1:30~~ Am ~~p.~~m. at the above address regarding employment with the Neighborhood Action Institute.

Thanking you for your cooperation, I remain,

Respectfully,

Bob Jackson
Bob Jackson,
Director

BJ:cym

---

pressed confidence in my ability to work with your program. I truly hope that NAI is successful in achieving its goals here.

Sincerely,

Herbertine Miller

April 14, 1969

COPY

TO WHOM IT MAY CONCERN:

This is to recommend Sylvia Taylor for a position with your agency. Mrs. Taylor's work habits have been excellent in that she reports to work on time and carries out assignments which are given to her.

Mrs. Taylor has also proven herself to be proficient at performing difficult tasks and would be an asset to your agency.

It is for the above mentioned reasons that I recommend strongly that she be considered for a position with your agency.

Sincerely,

Robert W. Jackson,
Director

RWJ:eym

MEMO

TO: Mr. Gary Stewart, Executive Director
Metro Corps
1100 Massachusetts Street
Gary, Indiana 46407

FROM: Latanza Willis
2633 East 21st Avenue
Gary, Indiana 46407

SUBJECT: Resignation

DATE: April 15, 1969

I, LATANZA WILLIS, do hereby resign from my present position as Youth Development Specialist effective on the above date.

As a Youth Development Specialist in the City of Gary, I found myself not being involved enough. Looking at Gary, Indiana, in mood and climate, one will find that it is a money-by-any-means necessary type of city and that is at anyone's expense. This is just one of the hang-ups I encountered as a Youth Development Specialist. It was difficult for me to speak of political awareness, pride and other subjects pertaining to the oppressed Black people of Gary.

As a trainer with the Neighborhood Action Institute, I see myself training local leaders so that they will be able to deal effectively with local problems. This can be accomplished through the teaching of parliamentary procedure, developing of skills and sensitivity training.

It has been a pleasure working with you and the staff of Metro Corps as well as the staff of the Gary Youth Commission.

Best wishes and continued success for the future of Metro Corps and the Gary Youth Commission, I remain,

Cordially yours,

Latanza Willis

LW/lw

cc: Mr. E. Hugh McLaughin, Director
Gary Youth Commission

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

April 19, 1969

TO WHOM IT MAY CONCERN:

This is a letter of recommendation for H. William (Bill) Leavell to be Director of the Leadership Development Training Program. During my contacts with Mr. Leavell, I have found him to be highly sensitive and aware of the concerns of the youth of this City. His work in organizing the youth gangs and his knowledge of other youthful activities more than qualifies him for this position.

The most significant and relevant recommendation that can be made here, is his continual concern for dealing with the problems that confront the youth. Mr. Leavell has been in several conferences with me to express his concern about the lack of a more sustained youth program to enable the Black youths of thisCity to engage in some constructive endeavors.

I am aware that there are Agencies' representatives who view Mr. Leavell with suspect and suspicion due to his outspoken manners and his desire to (tell it like it is). I think that these characteristics should be viewed as his vital concern and dedication toward relevant activities for the youth of this City.

Mr. Leavell is a native ~~of~~ this State. He attended Indiana State for four (4) years. In addition to his educational background, which gives him a strong additional foundation, he has had relevant community experiences through the following:

1. Organization activities with the VISTA Program in New York.
2. His work withMayor Lindsay's Task Force, directed towards the youth.
3. Community work with various youth gangs in the City of Gary.

I would like to express my confidence in Mr. Leavell's ability to operate and administer the Youth Leadership Development Program and his work in that Program should be an asset to the greater Community of Gary.

Sincerely,

Robert W. Jackson, Director

RWJ:cym

FORM W-4 (Rev. Jan. 1967)
U.S. Treasury Department
Internal Revenue Service

EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Type or print full name Frederick E. Minor, Sr. Social Security Number 579-50-1719

Home address 1720 W. 5th Avenue St. City Gary, State Indiana ZIP code 46407

EMPLOYEE:
File this form with your employer. Otherwise, he must withhold U.S. Income tax from your wages without exemption.

EMPLOYER:
Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the District Director should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0" . . . .
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0" 1
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . .
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . .
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under instruction 4 on other side.). 2
5. If you claim additional withholding allowances for itemized deductions fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed file new Form W-4 each year) . . . .
6. Add the exemptions and allowances (if any) which you have claimed above and write total 3
7. Additional withholding per pay period under agreement with employer. (See Instruction 1.) . . . . $

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

(Date) 2/6/69, 19 (Signed) Frederick E. Minor, Sr.

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

June 16, 1969

VERIFICATION OF EMPLOYMENT

Frederick Minor was employed by the Neighborhood Action Institute on February 10, 1969 as a trainer with a salary of $4,000.00 each six (6) months at $153.89 every week.

Respectfully submitted,

Robert W. Jackson,
Director

RWJ:cym

RESUME

FREDERICK E. MINOR, SR.
1720 W. 5th Avenue, Apt. 28
Gary, Indiana 46404
(No Phone)

Social Sec. No. 579-50-1719

Born: September 28, 1938
Marital Status: Married - 2 Children

Education

Springam High School, 24th & Benmings Road, N.E., Washington, D. C. - 1957
Ft. Bliss Texas, Rada School , Operator
Maryland Union Law Enforcement School

Experience

September 28, 1966 to January 5, 1969 - Glenarden Police Department - Police Officer
Glenarden, Maryland

October, 1961 to August, 1968 - Howard University, 2400 6th Street, N.W., Washington, D. C.; Truck Driver, Storeroom Clerk, Autopsy Assistant

June, 1961 to October, 1961 - Shiloh Baptist Church, 1500 9th St., N.W., Washington, D. C.; Truck Driver

March 1961 to December, 1961 - George Washington University, 20th & G. Street, N.W., Washington, D. C. ; Mail Clerk

Membership

Former Member of Prince George's County Police Association

Reference

Mayor James Cousins, 8600 Glenarden Parkway, Glenarden, Maryland

Chief Norman Bush, 8600 Glenarden Parkway, Glenarden, Maryland

Sgt. Raymond Smith, 8600 Glenarden Parkway, Glenarden, Maryland

Home address 705 DeLAWARE City GARY State INDIANA ZIP code 46402

EMPLOYEE: File this form with your employer. Otherwise, he must withhold U.S. Income tax from your wages without exemption.

EMPLOYER: Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the District Director should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0" . . . 0
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0" . . . .
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . .
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . .
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.). . . . .
5. If you claim additional withholding allowances for itemized deductions fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed file new Form W-4 each year) . . . .
6. Add the exemptions and allowances (if any) which you have claimed above and write total 0
7. Additional withholding per pay period under agreement with employer. (See Instruction 1.) . . . . $

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

(Date) 4/29/ , 1969 (Signed)

Neighborhood Action Institute

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

BOB JACKSON
DIRECTOR

June 16, 1969

VERIFICATION OF EMPLOYMENT

Hector Lopez was employed by the Neighborhood Action Institute on April 28, 1969 as a trainer with a salary of $4,000.00 each six (6) months at $153.89 every week.

Respectfully submitted,

Robert W. Jackson

Robert W. Jackson,
Director

RWJ:cym

RESUME

HECTOR LOPEZ
705 Delaware Street
Gary, Indiana 46402
(No Phone)

Social Sec. 303-50-7202

Birthdate: May 25, 1945 - Puerto Rico
Marital Status: Single

Education:

Attended Froebel, Jefferson and Horce Mann
Graduated from Emerson High School in 1965

U.S. Marines -February, 1966
Mine and warfare training and guerilla training
Da-Nag, South Viet Nam - October, 1966 to February, 1968
Extended six months in Viet Nam so as to help the children

Activities:

U.S. Marine Reserve: Inactive
Brotherhood Social Club - East Chicago, Indiana
S.Y.O. Club - Holy Angels Cathedral -Gary
LAO Club - Police Community Relations - 7th & Washington, Gary
AMVETS - National War Veterans Club

Employments :

Usher - State Theater - Gary May, 1963
Delivery Boy - Pappas Palace of Flowers, 509 Broadway, Gary - May, 1965
Hooker - Standard Forgings, East Chicago, Indiana - August, 1965
U.S. Marine - Viet Nam February, 1966 to February, 1968 - Honorable Discharge
Salesman - Sears Roebuck & Co. - Gary - June, 1968

Helped to organize the Latin American Organization, Inc. in Gary, Indiana
Recreational activities, held dances and helped young men and women to find jobs.
In Viet Nam, I collected clothes, toys, and money for the children. I gave up my free time to go buy school supplies for them and set up a small classroom and taught them English and personal hygiene.

References:

Rev. Fernando Rivera
1336 E. 39th Avenue
Gary, Indiana 46409

Samuel Muniz
Assistant to Chief of Police
1301 Broadway
Gary, Indiana 46407

Pete Collazo
Parking Meter Superintendent
401 Broadway
Gary, Indiana 46402

Neighborhood Action Institute

BOB JACKSON
DIRECTOR

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

June 16, 1969

VERIFICATION OF EMPLOYMENT

Latanza Willis was employed by the Neighborhood Action Institute on April 14, 1969 as a trainer with a salary of $4,000.00 each six (6) months at $153.89 every week.

Respectfully submitted,

Robert W. Jackson,
Director

RWJ:cym

FORM W-4 (Rev. Jan. 1967)
U.S. Treasury Department
Internal Revenue Service

EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Type or print full name LATANZA WILLIS Social Security Number 309-52-3664

Home address 2633 E. 21st AVE. City GARY State IND ZIP code 46407

EMPLOYEE: File this form with your employer. Otherwise, he must withhold U.S. Income tax from your wages without exemption.

EMPLOYER: Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the District Director should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0" . . . 0
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0" . . . .
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . .
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . .
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.) . . . .
5. If you claim additional withholding allowances for itemized deductions fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed file new Form W-4 each year) . . . .
6. Add the exemptions and allowances (if any) which you have claimed above and write total 0
7. Additional withholding per pay period under agreement with employer. (See Instruction 1.) . . . . $

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

(Date) 4-14-, 1969 (Signed) Latanza Willis

RESUME

LATANZA WILLIS
2633 East 21st Avenue
Gary, Indiana 46407

Phone: (219) 883-9311
Social Sec. 309-52-3664
Birthdate: February 17, 1947
Birthplace: Gary, Indiana
Marital Status: Single
No. of Dependants: None
Age: 22

Educational Background:

Roosevelt High School - Graduated June, 1964
Indiana State University - 3 years (September, 1964 - June, 1967)
Terre Haute, Indiana
Major - Recration Therapy
Reason for leaving: Became VISTA Volunteer

Past Employment:

Union Linen Co. -(June, 1964 to August, 1964,)Chicago, Illinois

Reason for leaving: Left to attend college
Type of work: File Clerk

Indiana State University IBM Office, Terre Haute, Indiana (January, 1967 to May, 1967)
Reason for leaving: School was over
Type of work: Filed IBM cards

Gary Youth Commission, 401 Broadway, Gary, Indiana (October, 1968 to December, 1968)
Type of work: Youth Development (worked under Hugh McLaughlin)
Specialist
Reason for leaving: lack of funds

Metro Corps, 1100 Massachusetts, Gary, Indiana (January, 1969 to April, 1969)
Type of work: Youth development Specialist (worked under Gary Stewart)
Reason for leaving: Was offered a job with Neighborhood Action Institute

Other Experiences:

A. Organizing:

1. Efforts to organize began in college. Indiana State University's attitude toward its black students affected me greatly. This attitude led me into forming the Black Student Forum, a vehicle to deal with the racist attitude of the University. This organization still remains and its activites are progressing.

2. VISTA Volunteer - (certificate) Completed one (1) year of service and two (2) months of training (June, 1967 to August, 1968). Sent to New York, New York.

(a) In the South Bronx I organized adults who were being subjected to the conditions derived from slum lords. The work involved the complete gamut of community organization (knocking on doors, running community meetings, rent strikes, demonstrations, etc.). The work in this area also involved working with welfare rights.

(b) In the Chelsea area of New York City, I worked for one (1) year in organizing with main emphasis on Black and Puerto Rican youths and youth programs. The young people of this area from 9 thru 25 years old were dabbling heavily in drugs. The well-known organizer, Sal Alinisky attempted to organize this unique community and failed. As results of my efforts a strong youth organization developed and its' activities are continuing. As a result of organizing the youths of the Chelsea community, it was absolutely necessary to organize the adults and this was easily accomplished after first dealing with the young people of the Community.

(c) At the same time of the latter work, I began an effort to set up a city-wide youth confederation. In attempting to establish this feat, I began working with several important people such as the Real Great Society East Harlem and East Village; Arnold Segarro, a former gang leader who presently heads Mayor Lindsay's Task Force; Mayor Lindsay; NOC-YOC, a Brooklyn adult and youth organization; New York City's Neighborhood Youth Corps; East Harlem's Youth Council; Black Panther Party; Andrew Young, S.C.L.C.; Ninth Avenue Youth Organization; Mayor Richard Gordon Hatcher and many other important people and organizations.

B. After leaving VISTA, I met Charles Cain from Midwest Regional Office of OEO in Chicago, Illinois. We talked for a couple of hours and he suggested that I come to Gary to deal with its' youth problems. He suggested that I meet with the Mayor whom I had met at a benefit dinner in New York prior to his election. Mayor Hatcher and Mr. Cain decided to hire me in the capacity of Youth Development Specialist.

References:

Mr. Gary Stewart, Director
Metro Corps, Inc.
1100 Massachusetts Street
Gary, Indiana 46407

Mr. E. Hugh McLaughlin, Director
Gary Youth Commission
401 Broadway
Gary, Indiana 46402

Mr. Charles Cain
Midwest Regional Director of OEO
Chicago, Illinois

September 25, 1969

COPY

TO WHOM IT MAY CONCERN:

This is to recommend Mr. Hector Lopez for a position with your agency. Mr. Lopez' work habits have been excellent in that he reports to work on time and carries out assignments which are given him.

Mr. Lopez has also proven himself to be proficient at performing difficult tasks and would be an asset to your agency.

It is for the above mentioned reasons that I recommend strongly that he be considered for a position with your agency.

Sincerely,

Robert W. Jackson,
Director

RWJ:cym

TO: Bob Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

FROM: Frederick E. Minor
1720 West 5th Avenue
Gary, Indiana 46404

SUBJECT: Resignation

DATE: October 22, 1969

I, Frederick E. Minor do hereby resign from the Neighborhood Action Institute effective as of the above date.

It has been my extreme pleasure working for the Institute, however, because of the difficulties that the Institute has had in securing monies owed to it by the Concentrated Employment Program which monies are used to pay staff salaries, I find that I can no longer go on working without getting paid.

I feel that this job has been extremely helpful to me in many ways: 1. to deal with myself; and 2. how to deal with people more effectively. I also think that I have grown as a person.

With best wishes and continued success for the future of this Institute, I remain,

Cordially,

Frederick E. Minor

Frederick E. Minor

FEM:cym

TO: Bob Jackson, Director
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

FROM: Latanza Willis
2633 East 21st Avenue
Gary, Indiana 46407

SUBJECT: Resignation

DATE: October 24, 1969

I, Latanza Willis, do hereby resign from the Neighborhood Action Institute in my present position as Trainer and Community Organizer as of the above date.

My reasons for resigning are: not being paid in time; not receiving a salary for a month and a half, C.E.P., subcontractor has given the staff of NAI the run around about our pay, Bob Jackson, Director of NAI could have done more to alleviate some of the problems and could have done something about the money situation as soon as the problem started. I also feel that there are hidden agendas and unanswered questions about C.E.P., NAI and SEDFRE that aren't being brought out in the open.

As a Trainer and Community Organizer with the Neighborhood Action Institute, I found myself dealing more effectively with myself and others. I was able to pick up techniques in group dynamics, interpersonal relationships, how to obtain political strength, how to negotiate and many other skills which are helpful in my daily life.

It has been a pleasure working with you and the staff of NAI.

Sincerely yours,

Latanza Willis

Latanza Willis

LW:cym

Neighborhood Action Institute of the Scholarship, Education and Defense Fund for Racial Equality

BOB JACKSON
DIRECTOR

1700 ADAMS STREET
GARY, INDIANA 46407
PHONE 885-4316

October 24, 1969

TO: Bob Jackson, Director
Neighborhood Action Institute

FROM: Hector Lopez

SUBJECT: Resignation

I, Hector Lopez, submit my resignation effective as of this date from the Neighborhood Action Institute.

Because of the problem the Institute has had in securing monies from the Concentrated Employment Program for over three (3) months now, the staff of NAI has not been paid, thereby;creating a hardship on the personal affairs of the staff including myself.

At this time, I want to say that the Institute has been a great help to me in learning to deal with people and to be more open with everyone. I have enjoyed working with NAI, but I find that I can no longer continue working without getting paid.

Cordially yours,

Hector Lopez

Hector Lopez

HL:cym

of the Scholarship, Education and Defense Fund for Racial Equality

COPY

October 24, 1969

TO WHOM IT MAY CONCERN:

This is to recommend Mr. Frederick E. Minor for a position with your agency. Mr. Minor's work habitt have been excellent in reporting to work on time and carrying out assignments given him.

His work with the Institute as a Trainer has helped him to work with people and deal with many groups and organizations here in Gary.

Mr. Minor has proven himself to be proficient at performing difficult tasks and would be an asset to your agency.

It is for the above mentioned reasons that I highly recommend that he be considered for a position with your agency.

Sincerely,

Robert W. Jackson,
Director

RWJ:cym

of the Scholarship, Education and Defense Fund for Racial Equality

October 24, 1969

COPY

TO WHOM IT MAY CONCERN:

This is to recommend Mr. Hector Lopez for a position with your agency. Mr. Lopez's work habits have been excellent in reporting to work on time and carrying out assignments given him.

His work with the Institute as a Trainer has helped him to work with people and deal with many groups and organizations here in Gary.

Mr. Lopez has proven himself to be proficient at performing difficult tasks and would be an asset to your agency.

It is for the above mentioned reasons that I highly recommend that he be considered for a position with your agency.

Sincerely,

Robert W. Jackson,
Director

RWJ:cym

of the Scholarship, Education and Defense Fund for Racial Equality

COPY

October 24, 1969

TO WHOM IT MAY CONCERN:

This is to recommend Miss Latanza Willis for a position with your agency. Miss Willis' work habits have been excellent in carrying out assignments given her.

Her work with the Institute as a Trainer has helped her to work with people and deal with many groups and organizations here in Gary.

Miss Willis has proven herself to be proficient at performing difficult tasks and would be an asset to your agency.

It is for the above mentioned reasons that I highly recommend that she be considered for a position with your agency.

Sincerely,

Robert W. Jackson,
Director

RWJ:cym

RESUME

Sylvia Taylor
5114 Greenwood
Chicago, Illinois 60615
Phone: (312) 363-[redacted]
6196

Vital Statistics

Age: 36
Height: 5' 6"
Weight: 138
Health: Excellent
Martial Status: Divorced, with one child
Social Security: 324-42-7027

Education

Arkansas State College, Pine Bluff, Arkansas
Two years of college work toward a B.S. in
Home Economics

Chicago Teachers College, Chicago, Illinois
Social Science, French and Humanities

Loop College, Chicago, Illinois
English Composition

Central Y.M.C.A., Chicago, Illinois
Creative Thinking, Creative Problem Solving
and Chicago Comprehensive Plan

Qualifications, Goals and Objectives

My goal is to obtain a position in the Neighborhood Action Institute . I feel I am completely qualified and thoroughly experienced in training programs with a demostrated capability as Registrar, Administrator of Admissions, Records and Registration. I have designed forms according to planning framework and am knowledgeable in both organizing and implementing training programs. I am adaptable, have the capacity for teamwork, the ability to solve problems, the ability to organize and improve basic procedures for efficient operation. I have a broad knowledge of business and organizational procedures and practices and am sensitive to the needs of the people. I feel that I am energetic, enthusiastic, enterprising and have the maturity of judgement.

Community Service

I have effectively handled leadership assignments in community activities, including the Hyde Park Y.M.C.A. Youth Fund Drive, Arts and Artist's for Youth at the Woodlawn Urban Progress Center and the Negro College Fund.

Work Experience

1958 to 1959 - Surf Cleaners
Family owned business of cleaning clothes, alterations and handling hand crafted clothing.

Position: Executive Manager

Responsibilities: Sales, Advertising and Personnel

Earnings: $8,500 per year

Reason for Change: Raising a family.

1959 to 1964 - Raising a family.

1964 to 1965 - Chicago Courier
417 East 47th Street
Chicago, Illinois

Position: Circulation Manager

Responsibilities: Complete charge of circulation and distribution. During a transition period from previous manager, retained every subscription customer and successfully developed sales, contributing substantially to the papers profits.

Earnings: $8,500 per year

Reason for Change: Promotion

1965 to 1966 - Regal Theater
4719 Martin Luther King Drive
Chicago, Illinois

Position: Financial Director

Responsibilities: Complete charge of all finances. Act on own initiative, where policy was clearly established and keep owner informed. Supervised the staff handling the money. During the first year of direction, increased the theater volume from $50,000 to $100,000.

Earnings: $9,000

Reason for Change: Due to the change automation brought about in working conditions, the work load became too heavy and my decision was to leave.

1966 to 1967 - Health, Welfare and Education
4731 Martin Luther King Drive
Chicago, Illinois

Position: Medical Insurance Specialist (on contract by government)

Responsibilities: Placed advertisements in public media, lectured to groups on medical insurance and conducted surveys.

Earnings: $8,700

Reason for Change: Expiration of contract.

1967 to Present - Chicago Committee on Urban Opportunity
33 West Grand Avenue
Chicago, Illinois

Position: Registrar

Responsibilities: Administrator of Admittance and Records. Distributes registration forms, organizes and maintains enrollee filing system, reports data and prepares summary reports for Research and Evaluation and answers inquiries concerning the program. During my employment in my present position, I have fashioned forms CCUO 447-Employees Identifying Information Form, CCUO 446-Classroom Instructors Monthly Report Form, CCUO 445-Daily Attendance Record, the MIS Reporting system and a curriculum, namely, "A Comprehensive Plan for Changing the Behavior Pattern of the Individual" which was accepted by the Chicago Technical Society and the University of California.

Earnings: $6,324

Reason for desired Change: An opportunity to achieve a goal to help others and myself.

REFERENCES

1. Elaine Bellis
5140 South Woodlawn
Chicago, Illinois

2. Excell Jones
WUMPP Radio
4738 S. Woodlawn
Chicago, Illinois

3. Jesse L. Escalante
Director of Personnel
Chicago Committee on Urban Opportunity
33 West Grand Avenue

4. James Griggs
Director, A.E. Program
University of Illinois

5. Illinois Daggett
Chicago Committee on Urban Opportunity-CEP
400 South Peoria
Chicago, Illinois

6. Claude W.B. Holman
Alderman and Democratic Ward Committeeman
4th Ward - 54 West Randolph
Chicago, Illinois

7. Thomas Denton
Director, Health, Welfare and Education Office
4731 Martin Luther King Drive
Chicago, Illinois

8. Cecil A. Partee
State Representative
100 North LaSalle Street
Chicago, Illinois

9. Attorney Samuel Patterson
100 North LaSalle Street
Chicago, Illinois

10. Judge Archibald J. Carey
4934 South Michigan Avenue
Chicago, Illinois

11. Murrell Syler
Director, Community Services
Chicago Committee on Urban Opportunity
33 West Grand Avenue
Chicago, Illinois

12. Wallace White
Gary CEP
738 Broadway Street
Gary, Indiana

RESUME

Robert W. Jackson
1720 W. 5th Avenue Apt. 31
Gary, Indiana 46404
Social Security No. 577-48-5868
Office Phone: 885-4316
Home Phone: 883-5585

Born: March 21, 1937
Divorced: 3 Children

EDUCATION

Parochial school in Washington, D. C.; Cardozo High School, Washington, D. C.; Military Police School, (Honor Graduate), Fort Gordon, Georgia; Paratroop, Training, Fort Bragg, North Carolina; School of Photography, Mainz, Germany; N. I. H. School of X-Ray Technology, Bethesda, Maryland, 1962-64; D. C. Teachers College, Washington, D. C. (one semester) 1966-67

EXPERIENCE

11/68	- Present	Staff Associate, Scholarship, Education and Defense Fund for Racial Equality, 164 Madison Avenue, New York, New York 10016 Director, Neighborhood Action Institute, Gary, Indiana (Group Trainer)
4/68	- 10/68	Executive Director, Adams-Morgan Community Council, Washington, D. C.
3/68	- 4/68	Consultant to Mayor Richard G. Hatcher on Model Cities Program, Gary, Indiana
9/67	- 4/68	Research Associate, Washington Planning and Housing Association, Washington, D. C.
4/67	- 9/67	Assistant Director, Congress Heights Youth Development Program, Washington, D. C.
3/65	- 4/67	Housing Specialist, Southeast Neighborhood House, Washington, D. C. Senior Community Organizer, Southeast Neighborhood House, Washington, D. C.

	Community Organizer, Southeast Neighborhood House, Washington, D. C.
9/64 - 3/65	Interior Contractor, Woodrow W. Jackson, Contractor, Washington, D. C.
9/62 - 9/64	Student X-Ray Technician, National Institutes of Health, Bethesda, Maryland
12/61 - 9/62	Sales Clerk, Olympic Sports Shop, Washington D.C.
1/61 - 12/61	Interior Contractor, Woodrow W. Jackson, Contractor, Washington, D. C.
10/61 - 1/61	Truck Driver, Gloster Lobster Company, Washington, D. C.
10/57 - 10/60	Military Service, U.S. Army; Military Police, Paratroop, Photographer; HONORABLE DISCHARGE.

VOLUNTEER EXPERIENCE

Coach, Junior Varsity Basketball, Mackin High School, Washington, D. C. - 1961-66

Councelor, Camp St. Florence, Abell, Maryland, 1954-57 , 1963-66

Organizer of:
- Washington Highlands Civic Association
- Highland Dwellings Mothers Club
- Congress Heights Teen Club
- Band of Angels (Tenant Group)
- Barry Farms Tenant Council
- Southeast Teen Lounge

MEMBERSHIPS

Former - Director, Greater Washington Chapter, Americans for Democratic Action

Former - Director, Washington Planning and Housing Association

Former - Director, Liberators, Inc.

Former - Past Chairman, Workers Union, Southeast Neighborhood House

Former - Elected Member of D. C. Democratic Central Committee

REFERENCES

Mr. James O. Gibson
Staff Associate
Potomac Institute, Inc.
Washington, D. C.

Mr. Ralph D. Fertig
Executive Director
Washington Planning and
Housing Association
Washington, D. C.

Mrs. Carla Cohen
City Planner
1646 Argonne Place, N.W.
Washington, D. C.

Hon. Richard Gordon Hatcher
Mayor, City of Gary
City Hall
401 Broadway
Gary, Indiana 46402

Mrs. Sara Kestenbaum
Georgetown University Coordinator
D. C. Consortium of Universities
Washington, D. C.

Father Gino Baroni
Executive Director
Archbishops Committee on Community
Relations
Washington, D. C.

Mrs. Robert W. Shackleton
District of Columbia Council Woman
Washington, D. C.

Mr. Jesse E. Bell, Jr.
Administrative Assistant to the Mayor
City Hall
401 Broadway
Gary, Indiana 46402

ADDEDUM TO RESUME

SUBJECT: Three (3) Primary Areas of Experience of Robert W. Jackson

COPY

I. TRAINING: As a staff associate of Scholarship, Education and Defense Fund for Racial Equality, has experience in providing leadership development training, training in sensitivity, communication, problem solving, analysis and identification as well as training in specific subjects, i.e. how community groups can run better meetings; how to raise money. He has provided this training in several geographical areas of the Nation, the most recent ones, Black School Board Conference in Virginia, PS29 Complex in the Bronx, New York and sensitivity and leadership development training to Boards of federal programs and community groups in Gary.

II. COMMUNITY ORGANIZATIONS: He began community organization efforts in 1964 under Poverty Program in the Southeast Neighborhood House in Washington, D.C. He also has background in organization and mobilization of community groups. The following is a list of organizations which were organized by Mr. Jackson and are still functioning: Washington Highlands Civic Association; Highland Dwellings Mother's Club; Congress Heights Teen Club; Band of Angels (Tenant Group); Barry Farms Tenant Council and Southeast Teen Lounge.

III. YOUTH ORGANIZATIONS: He served as Addistant Director of Congress Heights Youth Development Program. It was a federal program in Washington, D. C. which served to mobilized youth to deal with community problems , i.e. welfare, schools, recreation, employment, highway and traffic. This position was designed to provide a vehicle to mobilize youth to express their views on the social and economic conditions that effect them and their various communities.

The following are members of the Board of Directors of the NAI:

[illegible]
Jean [redacted] (Chairman)
% Gary Neighborhood House
1700 Adams Street
Gary, Indiana 46407
Ph: 882-1550

Mrs. Ann Johnson
2085 Chase Street
Gary, Indiana 46404
Ph: 944-9315

Mr. John Gibson
2544 Virginia Street
Gary, Indiana 46407
Ph: 883-4950

Shirley Heinze
[illegible]
Portage, Indiana 46368
Ph: 762-1720

Mr. John P. Friel
1358 Dearborn
Gary, Indiana 46403
Ph: 938-6142

Eddye McCain
2508 Central Drive
Gary, Indiana 46407
Ph: 886-2461 (Mayor's Office) Work

Mr. Carl Guzman
% Concentrated Employment Program
1136 W. 11th Avenue
Gary, Indiana 46402
Ph: 883-4159 (office) - 949-3630 (home)

The following are members of the Staff of NAI:

Mrs. Emma Anderson
1424 Adams Street
Gary, Indiana 46407
Ph: 883-5029

Mrs. Herbertine Miller
1041 Wright St.
Gary, Indiana 46404
Ph: 949-5975

Mrs. Sylvia Taylor
5114 Greenwood
Chicago, Illinois 60615
Ph: 312- 363-[redacted]

Mr. Frederick E. Minor, Sr.
627 - 71st Avenue
Seat Pleasant, Maryland 20029
Ph: 925-8788

RESUME

Emma Anderson
1424 Adams Street
Gary, Indiana 46407
Phone: 883-5029

Vital Statistics:

Age:	32
Height:	5'9"
Weight:	145
Health:	Excellent
Marital Status:	Separated with three children
Social Security No:	311-32-1186
Birthdate:	2/21/36

Education:

Attended Roosevelt High School, Gary, Indiana until the 12th grade

Work Experience:

1957 to 1959 Worked as a maid at 716 Alder Court, Glencoe, Illinois

1959 to 1966 Housewife

1966 to 1967 worked as a waitress at 1636 Washington Street, Gary, Indiana

References:

Mr. C. Lay, 900 Madison Street, Gary, Indiana
Mrs. Bell, Community Worker, 1620 Broadway, Gary, Indiana (CEP)
Mr. Jerald Evans, 1620 Broadway, Gary, Indiana (CEP)

RESUME

1-10-69

Name: Mrs. Herbertine Miller

Address: 1041 Wright St., Gary, Ind. 46404

Telephone: 949-5975

Soc. Sec. No: 313-12-6850

Birthdate: January 24, 1923

Marital Status: Married

Educ. Background: Graduate of Froebel High School, Gary

Employment History - 1958 to 1968:

9-23-46 to 5-13-68: Lake County Dept. of Public Welfare, Gary

5-13-68 to 7-15-68: Unemployed

7-15-68 to 10-11-68 (approx.): Secretary to Oscar Brown, Jr., Gary Talent Works

10-11-68 to present: Unemployed

Community Activities: None. Member of St. Timothy Community Church

References: Mrs. Mary L. Fisher, Field Supervisor, Gary Public Schools Service Center, 620 E. 10th Pl., Gary. Phone: 886-3111

Mrs. Mildred Hawkins, Chief Casework Supervisor, Child Welfare Division of Lake County Dept. of Public Welfare, 307 E. 5th Ave., Gary Phone: 883-4161

Mr. Merlin Belle, Social Worker, Beveridge School, 1234 Cleveland St., Gary Phone: 882-3854

Administrative Staff of C.E.P

1 Linda Moore
2 Aida Sierra
3 Gerald D. Russell
4 John Greenberg
5 Marge Zucker
6 Sofie Grambos
7 Gloria C. McCarroll
8 Juanita Mendez
9 Vauline Wallace
10 Mabel Scoggins
11. Marilyn Jones
12. Mary Daniels
13 Ruby Holman
14 Rosa Oliver
15 Berdine Nichols

16 Sylvia Taylor
17. Francine Gonzalez
11, Michael Lowell
John Ramirez
Wallace White
Elaine Billis

MSS
546

SEDFRE

NEIGHBORHOOD ACTION INSTITUTE GARY, INDIANA
TRAINING DESIGN PROGRAMS, 1968-1969

Box 25
Folder 10

State Historical Society of Wisconsin

Please Retain Original Order

HOW TO RUN A MEETING

Meetings keep members working together and get more "push" than by working alone. Groups must know what needs to be done. They must know HOW TO GET ACTION. Some people think only the officers need to know rules to run a meeting. NOT SO! Every member makes a meeting GO.

RULES (for most meetings)

1. Simple rules get the work DONE. They give the meeting GO.
2. These rules are called "Parliamentary Law" or Parliamentary Procedure." Such rules are used in the U.S. Congress.
3. Parliamentary rules may be found in a book called Roberts Rules of Order. You can get it in most libraries.
4. Following these rules protects the rights of ALL MEMBERS.

It helps to have a good meeting when:

1. ALL come on time.
2. ALL come to every meeting
3. When real problems are brought up.
4. When each person's suggestions are listened to.
5. When all can speak freely.
6. When plans are made to solve problems.
7. When ALL share in the work.
8. When all put the good of group and community over self.
9. When talk out one problem at a time.
10. When know and follow parliamentary rules.
11. When each member feels good about all others in the group.

How do members help run a good meeting?

1. Be there ON TIME!
2. Be active, listen, ask questions if you do not understand.
3. Speak to the problem.
4. Give others a chance to speak.
5. Know by-laws (rules of the organization).

HINTS:

1. Remember silence means you agree with majority. If you keep still during the meeting, keep still after it.
2. Say "I move that..." not "I make a motion."
3. You get the floor to speak by saying, "Mr. President." Wait until he calls your name.
4. If you are outvoted, be a good member. Do your share.
5. Silence means you are ready to vote. If the president says "Are you ready for the question?" do not answer "Question".
6. Help keep the meeting interesting. Interest is like fire--it is easy to keep going, hard to start again.

The President helps by:

1. Starting and stopping on time.
2. Checking ahead to see that reports are ready, plans are made.
3. Planning the order of the meeting (agenda). The secretary may help plan the agenda.)
4. Keeping the meeting moving. Get a motion after a little talk. Get most of the talking done after the move to action.
5. Letting both sides speak on one problem at a time.
6. Being courteous, being fair, not letting one person take over.
7. Being sure members know the rules that are being followed. Ask if all understand. If they do not, explain.
8. Knowing the by-laws and Constitution.
9. Protecting the rights of the minority. Majority action is followed. But, the good will and support of all is needed. Be sure the minority side is heard. When he can, the president should let one side speak then the other. Be sure minority can speak freely.

The President conducts business in the following order:

1. Call to order
2. Opening (may be salute, prayer, etc.).

3. Roll Call (may not use).
4. Minutes of last meeting.
5. Any corrections? If not, stand approved. If corrections, "stand approved as corrected."
6. Treasurer's report. Questions? File for audit.
7. Correspondence.
8. Committee reports.
9. Unfinished business.
10. New business.
11. Ask program chairman to take charge.
12. Adjourn following program or adjourn business before program. This last way is easiest.

Sample of a simple business meeting will be given to you with this packet. It will help you know exactly what to say for each order of business.

The Recording Secretary:

1. Takes notes on the ACTION of the meeting
2. From these notes she writes a record of the meeting (the minutes). She reads these minutes at the next meeting.
3. She helps the President follow the agenda.
4. Writes down and reads motions.
5. Records (writes down) all votes taken.
6. Makes notes on all reports in brief but exact wording.
7. May read letters the chairman gets if there is no corresponding secretary.

The Treasurer:

1. Keeps careful records. He explains money to members of the organization and presents a financial statement at least once a year.
2. Reads the record of expenditures for approval at appropriate meetings
3. Makes use of visual aids where possible.

Committees and their reports:

1. Types: Standing Committee - continues from year to year.
   Special Committee - appointed or elected to handle specific work.

2. Most important is an Executive Committee which makes decisions between meetings; it helps to plan meetings and other activities.

3. Committees may be set up to deal with special areas of concern as: housing, employment, welfare, etc.

4. Committees at Work:

   (a.) Usually when a committee is chosen, one of its members is named chairman. When this is not done, the first named member may act as chairman. The committee may choose its own chairman. The committee should elect a secretary. If a large committee, it may elect a vice-chairman.

   (b.) The committee chairman guides the committee and keeps it centered on its business. He sees to it that it meets regularly. He sees that members are told when each meeting will be held. He sees that reports are made on time.

   (c.) It is helpful to have a committee deal with problems. A small committee makes it easy for the issue to be talked over with care.

Preparing and Presenting Committee Reports:

1. A report should be short. It should be as interesting as possible. It is usually given by the chairman of the committee. Minutes of the Executive Committee should be given to the larger group in the form of a report.

2. Outline of a short committee report:

   (a.) Names of members of the committee.

   (b.) Main activities - what the committee is doing.

   (c.) Problems and why - successes and why

   (d.) Exact actions suggested or recommended by the committee to be taken by the organization.

Acting on Committee Reports:

The committee report suggests ACTION. The group votes to accept or reject (not accept) the report. If they accept then the group carries out action suggested by the committee.

1. If a report has several suggestions for action, accept or reject (vote yes or no) on one point at a time.

2. Specific action suggested by the committee may be changed (amended) by any member before the group votes on them.

Minority Reports:

1. If members of a committee do not agree, a minority may oppose adoption of the report or may give a minority report. The membership should hear the minority report.

2. The membership should vote on the report of the majority unless a motion is passed to let the minority report take its place. If such a motion is passed, discussion proceeds on the minority report. But if the motion is is not passed, the membership acts on the majority report.

Basic Rules of Order - How Ideas and Words Get Action:

How Motions Are Made:

1. Members address the chair as "Mr. Chairman" or "Madam Chairman." Wait for the President to call name before you speak.

2. An example of a motion is: "Mr. Chairman, I move that we set dues at $.50 per year." Another member is recognized and seconds the motion by saying simply "I second the motion." No motion can be considered until it is seconded.

3. The chairman restates the motion or says, "A motion has been made and seconded that we set dues at $.50 a year. Is there any discussion?"

4. The chairman may speak on a motion if he leaves the chair for this purpose. If this happens he should ask another officer to take the chair for this period.

Amendments or Substitute Motions:

1. During debate, the motion may not be clear. The group may not like the motion. At this time, the group can amend (change) the motion or offer another motion. (Either may be offered at any time after the motion has been seconded and before the vote is taken).

2. An amendemnt should be stated clearly. The section of the motion to which it applies should be pointed up. (Amendments are made to change a motion or to add for information.) For example; "I move that we amend the motion by adding the words 'per person.'" Amendments may add, take out or change words. Amendments must closely relate to the subject of the motion. They

should not bring in a new subject. They may not go against the motion. Amendments must be seconded.

3. Voting: Votes should be taken on the amendment (after it is seconded) and then on the main motion. For example, the chairman may say "All those in favor of the amendment which adds the words 'per person' indicate (show) by the usual sign." If an amendment is voted down, another amendment may be made.

4. Another motion can replace the first motion. Changes or suggestions brought out in the discussion can be put into it. Another motion can be amended just as though it were the first motion.

5. An amendment ot an amendment can only be made once and requires a second. (It would be more helpful to offer another motion when the point is reached where amendments are being offered to amendments).

Voting:

1. The chairman reads the motion before the actual vote; "Are you ready for the question?" or, "Is there any opposition to taking a vote?" If no one speaks, a vote may be taken.

2. Voice votes. The chairman may say, "All those in favor of this motion say 'aye'. Those opposed, 'no'." If passed, the chairman may say, "The ayes have it and it is so ordered." If the motion is voted down, the chairman may say, "The no's have it, the motion does not pass."

3. Members may vote by a show of hands or by standing up if the chairman is not sure of the voice vote.

4. Vote by ballot is used for important problems. A ballot makes each vote a matter of record. (A motion to have voting by ballot is not detable. It takes a simple majority to pass).

How Action Takes Place - Summary

1. An issue is brought before the membership.

2. A person gets recognition from the chairman and makes a motion.

3. The motion is seconded.

4. The chairman states the motion again.

5. There is discussion.

6. The chairman restates the motion.

7. Voting follows.

8. The chairman tells if the motion passed or failed.

HOW DO MEMBERS HELP RUN A GOOD MEETING?

1. Get to the meeting before it begins. Leave after the meeting is declared adjourned.

2. If you are late, be courteous enough not to enter while someone is speaking.

3. Never walk between the presiding officer and the members.

4. Treat officers with respect and courtesy, thereby honoring the office and the organization. They are the choice of the majority of the members even if they are not your personal choice.

5. Give your opinions in the meeting rather than afterward.

6. Listen courteously when another member is speaking.

7. Remember the organization is first. Its wishes are put above those of an individual. Give your opinion then abide by the vote of the majority.

8. Remember silence gives consent. When you are silent you agree to the will of the majority. If you keep quiet in a meeting, keep quiet about it afterwards.

9. Practice good parliamentary procedure to get business done. Break the habit of discussion first, then making decisions. Decisions are made more efficiently if discussion is directed in favor of or in opposition to a question.

10. Learn how to obtain the floor. Rise and address the chair. When your name is called by the presiding officer, state your business.

11. Identify yourself to the presiding officer in large meetings, even if he knows you. Names are elusive and in moments of anxiety are sometimes forgotten.

12. Second motions promptly without rising or addressing the chair.

13. Don't say, "I make a motion," but, "I move..."

14. When making a report, address only the chair. "Mr. President, The committee on by-laws wish to report..."

15. Don't say "question" when the chariman asks, "Are you ready for the question?" This means, "Are you ready to vote?" Silence indicates that you are ready to vote. If you wish further debate, rise and address the chair; upon recognition, state your business. This action indicates that you are not ready to vote.

16. Help keep meetings interesting. Interest is like fire, it is much easier to keep it going than it is to rekindle.

Catalogue

Training Materials

Prepared by

THE NEW JERSEY COMMUNITY
ACTION TRAINING INSTITUTE

November 1968

All training materials prepared by the Institute are briefly described in this catalogue. The catalogue code used to identify the materials is shown in the table of contents. Please use the code and the number when filling out the order blank that appears on the last page of this catalogue.

new jersey
community action training institute

TABLE OF CONTENTS

Page

TRAINING HANDBOOKS (Catalogue Code: TH) 1

TRAINING BOOKLETS AND BROCHURES (Catalogue Code: TB) 2

TRAINING PACKAGES (Catalogue Code: TP) 3

Includes syllabuses, curriculums and schedules of each Institute training program listed.

Training materials used during a program are shown after the name of the program by its catalogue code number and are described in a later section of this catalogue.

CASE STUDIES (Catalogue Code: CS) 13

DISCUSSION STIMULATORS (Catalogue Code: DS) 17

Problems designed to stimulate discussion during training programs.

TRAINING MATERIALS (Catalogue Code: TM) 18

COST PRICE LIST 19

ORDER BLANK

TRAINING HANDBOOKS (TH)

CATALOGUE NUMBER	
TH-1	NEW JERSEY TENANT ACTION HANDBOOK, a guide to help poor people correct critical apartment house problems in New Jersey
TH-1-A	ENGLISH EDITION - 17 pages, illustrated, $1.00 per copy
TH-1-B	SPANISH EDITION - 32 pages .75 per copy
TH-2	USE A SURVEY TO FIGHT POVERTY, how to use survey information to solve particular poverty problems, includes sample surveys, illustrated
TH-2-A	ENGLISH EDITION, 40 pages $1.25 per copy
TH-2-B	SPANISH EDITION, 36 pages .75 per copy
TH-3	SO WHO NEEDS MONEY TO FIGHT POVERTY? a collection of low-cost, no-cost anti-poverty programs; includes a develop-your-own-low-cost program worksheet, 48 pages, illustrated 25¢ per copy
TH-4	THE CATI NEWS-MAN, a handbook in newspaper form provides a guide on how to produce a community action newspaper, 10 pages, illustrated 25¢ per copy
TH-5	COMMUNITY ACTION TRAINING: A HANDBOOK FOR TRAINERS, a guide and resource book for effective training in anti-poverty programs; contains detailed information and examples on assessing needs, setting objectives, planning and carrying out training and evaluation. 36 pages illustrated $1.50 per copy (Spanish edition in preparation)

TRAINING BOOKLETS AND BROCHURES (TB)

TB-1	HOW TO CONDUCT A COMMUNITY ACTION MEETING TRAINING KIT, Training materials include: (1) illustrated brochure - poster in English and Spanish, (2) a fact test for trainees, (3) a discussion stimulator, (4) a guide on how to prepare by-laws, (5) a guide on how to prepare an agenda, (6) a checklist of things that should be done to get ready for a meeting, (7) a 7-hour sample training program, and (8) a list of films that can be used in training sessions: 10 pages plus 2 brochures 75¢ each kit

TB-2	HOW TO CONDUCT A COMMUNITY ACTION MEETING, an illustrated guide and poster showing how to conduct a community action meeting 25¢ each copy
TB-3	COMO CONDUCIR UNA REUNION PRO ACCION DE LA COMUNIDAD, A Spanish translation of the "How to Conduct a Community Action Meeting" brochure described above. 25¢ each copy
TB-4	WRITE TO YOUR CONGRESSMAN a guide showing citizens how to write letters to their congressmen. (Developed, produced, and printed with non-federal funds. The Institute will pass requests for copies and payment to the printer.) 5¢ each
TB-5	TIPS ON HOW TO GET FEDERAL AID, prepared for local CAPs. 5¢ each
TB-6	TIPS ON HOW TO APPLY FOR A JOB,includes a sample job application and a job application dictionary 5¢ each
TB-7	SENT (SERVE EVERY NEIGHBORHOOD TODAY),a description of a training program for clergy men and laymen of all faiths 5¢ each
TB-8	TAPES FOR COMMUNITY ACTION, suggestions on how local CAPs can use tape recordings, illustrated 75¢ each
TB-9	IT'S YOUR NEIGHBORHOOD, how to make your community a better place to raise your family, illustrated, reprint. 10¢ each
TB-10	ABOUT "BLOCK CLUBS", how citizens can organize for action, reprint 10¢ each
TB-11	CAP/SCHOOL SEMINAR PAPERS: "A Model Program for Educationally Deprived Children" by John Henry Martin and "The School and the Community" by Preston R. Wilcox, a 20-page booklet. 75¢ each
TB-12	"YA ES TIEMPO" SERIES: Five training booklets produced in conjunction with a television training program for Spanish speaking: 50¢ each
TB-12-A	A SABE USTED COMPRAR?
TB-12-B	SU CASA Y USTED
TB-12-C	PROBLEMAS DE EMPLEO
TB-12-D	CRISIS EN EDUCACION
TB-12-E	FORMACION DE UN LIDER

TRAINING PACKAGES

Syllabuses, Curriculums, Schedules

A training syllabus, a curriculum and a schedule are available for each of the following programs. Materials used during a program are listed later on in the catalogue.

The training packages have been broken down into 14 major categories. The sections have been established according to the trainees who receive the training or according to the topic the training program involves. The sections are:

SECTION NUMBER	TITLE OF SECTION
1	CAP BOARDS OF DIRECTORS
2	CAP ADMINISTRATORS AND STAFF
3	CAP NEIGHBORHOOD WORKERS
4	CONSUMER EDUCATION
5	*EDUCATION -- ADULT EDUCATION
6	*EDUCATION -- HEAD START
7	*HOUSING
8	*MANPOWER
9	RELIGIOUS LEADERSHIP
10	SENIOR CITIZENS
11	*SPANISH-SPEAKING LEADERSHIP
12	TRADE UNIONS
13	*WELFARE
14	*SPECIAL DEMONSTRATIONS AND PROGRAMS

* "New Careers" projects are included in the categories.

Please use the form at the end of the catalogue to order training packages. Indicate the package you want by listing the catalogue number and the name of the program on the order form.

CATALOGUE NUMBER

NAME OF TRAINING PROGRAM

Section 1: CAP BOARDS OF DIRECTORS

A series of training seminars were designed and conducted for local CAP Boards throughout New Jersey. Special syllabuses and curriculums were prepared to meet the needs of the different agencies listed below:

1-TP-1	BERGEN COUNTY COMMUNITY ACTION PROGRAM, INC.
1-TP-2	JERSEY CITY CAN-DO
1-TP-3	O.C.E.A.N. (County, INC.)
1-TP-4	PASSAIC(CITY)CONFERENCE FOR ECONOMIC OPPORTUNITY
1-TP-5	SOUTHWEST CITIZENS ORGANIZATION FOR POVERTY ELIMINATION (SCOPE)
1-TP-6	MORRIS COUNTY BOARD OF TRUSTEES
1-TP-7	CAMDEN (City) COUNCIL ON ECONOMIC OPPORTUNITY
1-TP-8	BURLINGTON COUNTY BOARD MEMBERS
	SPANISH-SPEAKING CAP BOARD MEMBERS (See 11-TP-2 on page 10)

Section 2: CAP ADMINISTRATORS AND STAFF

2-TP-1	CAP-OEO CRASH TRAINING PROGRAM - A residential orientation program for professional CAP workers in the northeast region of the United States.
2-TP-2	CAP DIRECTORS TRAINING SEMINARS - Six monthly seminars were held for local CAP directors to (1) improve supervisory skills in furthering individual and organizational growth; (2) clarify and update current information on federal and state programs, policies and resources; and (3) improve ability to evaluate programs and establish priorities.
2-TP-3	CAP FISCAL OFFICERS TRAINING I & II

CATALOGUE NUMBER	NAME OF TRAINING PROGRAM
2-TP-4	CAP FISCAL SEMINAR FOR PATERSON TASK FORCE
2-TP-5	CAP MIDDLE MANAGERS TRAINING
2-TP-6	CAP PERSONNEL DIRECTORS I & II
	CAP ADMINISTRATIVE STAFF TRAINING - A series of programs designed to meet the specific needs of a CAP staff were conducted for the following agencies. Each program involves different skills and information that the CAP required for in-service training.
	NEW JERSEY CAPs:
2-TP-7	BERGEN COUNTY COMMUNITY ACTION PROGRAM
2-TP-8	NORTHWEST NEW JERSEY COMMUNITY ACTION PROGRAM
2-TP-9	ATLANTIC HUMAN RESOURCES, INC.
2-TP-10	JERSEY CITY CAN-DO Phase I and II
2-TP-11	MIDDLESEX COUNTY COUNCIL ON ECONOMIC OPPORTUNITY
2-TP-12	PATERSON NEW CAREERS STAFF
2-TP-13	TRENTON UPI ORIENTATION
	NEW YORK CAPs:
2-TP-16	SOUTH JAMAICA COMMUNITY PROGRESS CENTER, INC.
2-TP-17	WILLIAMSBURG WILL-ACT AND FOLLOW-UP
	CAP SECRETARIAL STAFF TRAINING: ATLANTIC HUMAN RESOURCES
2-TP-18	Secretarial Staff
2-TP-19	Legal Services Secretaries & Clerical Staff
2-TP-20	CAP DAY CARE STAFF (Mercer County CAP), Phase I and II
2-TP-21	CHILD DEVELOPMENT STAFF TRAINING, Atlantic Human Resources
2-TP-22	MIGRANT TRAINING PROGRAM - A training program for Southwest Regional (SCOPE) CAP staff members serving more than 1,000 migrant workers camps in Salem, Gloucester and Cumberland Counties.
2-TP-23	MIGRANT PRE-VOCATION TRAINING FOR MIDDLESEX, MONMOUTH, ATLANTIC AND CAPE MAY COUNTIES

MANAGEMENT INFORMATION SYSTEM (MIS) SEMINARS - A series of training seminars designed and conducted to help OEO-funded agencies implement MIS reporting procedures.

CATALOGUE NUMBER	NAME OF TRAINING PROGRAM
2-TP-24	OPERATION MIST FOR NEW JERSEY COMMUNITY ACTION AGENCIES - Groups 1, 2 and 3
2-TP-25	OPERATION MIS FOR NEW YORK CITY COMMUNITY ACTION AGENCIES
2-TP-26	MIS TRAINING FOR DELAWARE COMMUNITY ACTION AGENCIES AND NEW JERSEY STATE TECHNICAL ASSISTANCE OFFICERS
2-TP-27	PUERTO RICAN CAPs
2-TP-28	VIRGIN ISLAND CAPs
2-TP-29	DELAWARE CAPs

Section 3: CAP NEIGHBORHOOD WORKERS

Comprehensive training programs designed to serve the training needs of neighborhood center staff people working for agencies in the metropolitan New York - New Jersey - Delaware area.

NEW JERSEY CAPs:

3-TP-1	HOBOKEN-EAST ORANGE NEIGHBORHOOD CENTERS
3-TP-2	JERSEY CITY CAN-DO NEIGHBORHOOD CENTERS
3-TP-3	MONMOUTH, MIDDLESEX, MERCER COUNTIES, Phase I and II
3-TP-4	NEWARK AREA BOARDS COMMUNITY ORGANIZERS
3-TP-5	NEWARK UNITED COMMUNITY CORPORATION COMMUNITY ORGANIZATION AIDES
3-TP-6	OCEAN COUNTY AREA REPRESENTATIVES AND NEIGHBORHOOD AIDES
3-TP-7	PLAINFIELD, SOMERSET AND UNION COUNTIES
3-TP-8	SOUTHWEST REGIONAL (SCOPE) & BURLINGTON COUNTY NEIGHBORHOOD ORGANIZERS (Rural)
3-TP-9	ATLANTIC HUMAN RESOURCES "OPERATION OUTREACH"
3-TP-10	PASSAIC AND MORRIS COUNTIES NEIGHBORHOOD AIDES
3-TP-11	PLAINFIELD AND ELIZABETH COMMUNITY ORGANIZERS
3-TP-12	MONMOUTH COUNTY (MCAP) COMMUNITY ORGANIZERS REPRESENTATIVES AIDES
3-TP-13	MONMOUTH COUNTY COMMUNITY ORGANIZERS SPECIALISTS
3-TP-14	NORTHWEST NEW JERSEY COMMUNITY WORKERS (RATE) (Rural)
3-TP-15	SOMERSET COUNTY NEIGHBORHOOD AIDES

CATALOGUE NUMBER	NAME OF TRAINING PROGRAM
3-TP-16	PASSAIC (CITY)AND MONTCLAIR NEIGHBORHOOD AIDES AND FOLLOW-UP PROGRAM
3-TP-17	BURLINGTON COUNTY NEIGHBORHOOD AIDES
3-TP-18	MIDDLESEX COUNTY CAP NEIGHBORHOOD AIDES
3-TP-19	MERCER COUNTY NEIGHBORHOOD AIDES
	BERGEN COUNTY NEIGHBORHOOD WORKERS:
3-TP-20	GARFIELD CENTER
3-TP-21	ENGLEWOOD-HACKENSACK CENTER
	NEW YORK CAPs:
3-TP-22	SOUTH JAMAICA COMMUNITY PROGRESS CENTER AND FOLLOW-UP
	WILLIAMSBURG WILL-ACT CENTERS:
3-TP-23	Centers I and III
3-TP-24	Centers IV, V and VI
3-TP-25	Centers II and VII
	DELAWARE CAPs:
3-TP-26	COMMUNITY ACTION OF GREATER WILMINGTON
3-TP-27	SUSSEX AND KENT COUNTY NEIGHBORHOOD AIDES

Section 4: CONSUMER EDUCATION

A series of programs designed to provide skills and the knowledge that anti-poverty workers need to deal with consumer fraud, consumer rights and responsibilities

4-TP-1	TRENTON UNITED PROGRESS, INC. - ("The Credit System")
4-TP-2	O.C.E.A.N. (County), INC.
4-TP-3	SOUTH BRONX (New York) COMMUNITY PROGRESS CENTER CONSUMER AIDES

Section 5: EDUCATION -- ADULT EDUCATION

ADULT EDUCATION DEMONSTRATION - A training demonstration for non-professionals working for local CAPs as neighborhood aides. ** The program was conducted by the following contractors using different training approaches:

**See TM-10 on page 18 for a summary of the Adult Education Demonstration.

CATALOGUE NUMBER	NAME OF TRAINING PROGRAM
5-TP-1	ATLANTIC HUMAN RESOURCES, INC. -- The CAP for Atlantic and Cape May Counties carried out the demonstration as part of its total community action effort.
5-TP-2	SCIENTIFIC RESOURCES, INC. (SRI), A private consulting firm used sensitivity training and other laboratory techniques.
5-TP-3	MIGRANT EDUCATION TRAINING (MET), For Monmouth, Middlesex, Burlington, Atlantic & Cape May County CAPs and Follow-up.

Section 6: EDUCATION -- HEAD START

6-TP-1	NEWARK PRE-SCHOOL COUNCIL I (1966) - A teacher-nursery education program for Head Start teachers; conducted with the cooperation of Fairleigh Dickinson University.
6-TP-2	NEWARK PRE-SCHOOL COUNCIL II (1967)
6-TP-3	NORTHWEST NEW JERSEY CAP "STUDY" - Teachers, parents, nurses, social workers and volunteers who worked with some 500 Head Start children were trained to staff projects at 13 centers in Warren, Sussex and Hunterdon Counties.
6-TP-4	BERGEN COUNTY HEAD START

Section 7: HOUSING

7-TP-1	CAP HOUSING SPECIALISTS I
7-TP-2	SCOPE(Southwest Regional CAP) HOUSING SPECIALISTS
7-TP-3	JERSEY CITY CAN DO RELOCATION AIDES, Phase I & II
7-TP-4	ATLANTIC HUMAN RESOURCES CODE ENFORCEMENT AIDES Training for Atlantic and Cape May County CAP Nelson Amendment enrollees, Phase I & II
7-TP-5	NEW YORK CITY RELOCATION AIDES - A pre-service program for the City's Department of Relocation

Section 8: MANPOWER

CATALOGUE NUMBER	NAME OF TRAINING PROGRAM
8-TP-1	MANPOWER TECHNICAL ASSISTANTS, NEW JERSEY DEPARTMENT OF COMMUNITY AFFAIRS - An in-service training program.
8-TP-2	MANPOWER MANAGEMENT SEMINAR SERIES FOR NEW YORK CITY NEIGHBORHOOD MANPOWER CENTER DIRECTORS.
	JOB COUNSELORS TRAINING (Non-professional Employment Counselors)
8-TP-3	JOBCO I
8-TP-4	JOBCO II
8-TP-5	SOUTH BRONX (N.Y.) CONCENTRATED EMPLOYMENT TRAINING - A pre-service program for field workers program I & II
8-TP-6	CEP NEIGHBORHOOD YOUTH CORPS PROJECT COUNSELORS AND GROUP LEADERS (N.Y.C.)
8-TP-7	MANPOWER AND CAREER DEVELOPMENT AGENCY COUNSELING SUPERVISORS AND NYC COUNSELORS (N.Y.C.)
8-TP-8	RURAL MANPOWER DEVELOPMENT FIELD SUPERVISORS Training was provided to staff workers of the New Jersey Rural Manpower Development Program (RMDP).
8-TP-9	CAP AREA COUNSELORS AND TRENTON UNITED PROGRESS Training for CAP social service, placement and work experience counselors.
8-TP-10	BLAZER WORK TRAINING PROJECT - A training program for non-professional instructors and supervisors of a pioneer work-training program in Newark.
8-TP-11	STATEWIDE JOB COUNSELORS TRAINING PROGRAM
8-TP-12	WILLIAMSBURG WILL-ACT MANPOWER & COMMUNITY ORGANIZATION STAFFS

Section 9: RELIGIOUS LEADERSHIP

SENT (Serve Every Neighborhood Today) a series of training seminars for clergymen and laymen of all faiths conducted with the cooperation of the Camden Diocese Neighborhood Apostolate.

CATALOGUE NUMBER	NAME OF TRAINING PROGRAM
9-TP-1	SENT I ATLANTIC CITY
9-TP-2	SENT II CAMDEN
9-TP-3	SEMINARIANS TRAINING PROGRAM

Section 10: SENIOR CITIZENS

10-TP-1	NEWARK GOLDEN AGE PLAN - A program for professionals staffing senior citizen centers in Newark
10-TP-2	ORANGE OPPORTUNITY CORPORATION SENIOR CITIZEN SERVICE CENTER STAFF
10-TP-3	PROJECT FIND DIRECTORS (National Council of Aging)
10-TP-4	PROJECT FIND AIDES,Community Progress Corporation, New York (National Council of Aging)
10-TP-5	MONMOUTH COUNTY CAP SENIOR CITIZENS MOBILIZATION
	BERGEN COUNTY CAP:
10-TP-6	GARFIELD SENIOR CITIZEN AIDES
10-TP-7	ENGLEWOOD-HACKENSACK SENIOR CITIZEN AIDES

Section 11: SPANISH SPEAKING

A series of training programs were designed and conducted in English and Spanish for CAP administrators, staff and board members serving Spanish-speaking poverty population

11-TP-1	SPANISH-SPEAKING COMMUNITY DEVELOPERS -Numbers 1, 2, and 3 - Training Programs for Spanish-speaking community organizers working for local CAPs.
11-TP-2	SPANISH-SPEAKING CAP BOARD MEMBERS - Special training in Spanish for members serving on local CAP Boards.
11-TP-3	CLUB SOCIAL BORINQUEN, VINELAND - Training for Puerto Rican members of civic organization in southwest New Jersey area.

CATALOGUE NUMBER	NAME OF TRAINING PROGRAM
11-TP-4	PATERSON MULTI-LINGUAL CENTER - A delegate agency of the Paterson Task Force for Community Action. Training for Spanish-speaking neighborhood council center workers.
11-TP-5	CAMDEN SPANISH-SPEAKING COMMUNITY ACTION COMMITTEE
11-TP-6	SPANISH-SPEAKING CAP WORKERS & BOARD MEMBERS

Section 12: TRADE UNIONS

12-TP-1	LABOR UNION AND CAP STAFF TRAINERS - A training program for trade unionists and CAP staff workers as community action trainers.

Section 13: WELFARE

13-TP-1	STATEWIDE TRAINING PROGRAM FOR WELFARE AIDES, Phase I & II
13-TP-2	JERSEY CITY CAN-DO WELFARE AIDES -Phase 1, 2 & 3
13-TP-3	PATERSON WELFARE AIDES TRAINING PROGRAM - A pre-service program for Scheuer enrollees hired by the Paterson and Passaic County Welfare Department.

Section 14: SPECIAL DEMONSTRATIONS AND PROGRAMS

14-TP-1	MODEL CITIES TASK FORCE - Training was provided to 12 members serving on Governor Hughes' Task Force on Model Cities. Emphasis was placed on the skills and knowledge needed to give technical assistance to local officials.
14-TP-2	TRENTON HUMAN RELATIONS COUNCIL SEMINAR - Members of the Executive Board were provided with training designed to help them evaluate current Council programs and set future program priorities.
14-TP-3	STAFF TRAINING FOR COMMUNITY ACTION TRAINING INSTITUTE - Formal training for staff members in community development and training skills

CATALOGUE NUMBER	NAME OF TRAINING PROGRAM
14-TP-4	RURAL COMMUNITY DEVELOPMENT TRAINING FOR VOLUNTEERS - Training in mobilizing local resources was provided to residents of Cape May County.
14-TP-5	RURAL EMERGENCY LOAN TRAINING (Atlantic Human Resources) - Training was provided to members of a review committee established to pass on loan applications under the Farbstenin Amendment.
14-TP-6	SATELLITE TRAINING OFFICERS
14-TP-7	NEW YORK CITY TRAIN THE TRAINERS
14-TP-8	HAMILTON TOWNSHIP (Atlantic Human Resources) COMMUNITY DEVELOPMENT COMMITTEE VOLUNTEERS

CASE STUDIES (CS)

A case study presents a problem for trainees to solve. It is one of many training tools used by the New Jersey Community Action Training Institute in its skill-training programs for anti-poverty workers.

Each case study in this manual creates an imaginary situation involving true-to-life problems that community action workers must handle. There may be many different ways of solving the problem. Trainees are asked to determine the best way of handling the problem by discussing and investigating all possible solutions. It is through this problem solving that skills are increased and training takes place.

The first copy of each case study is free. Additional copies can be purchased for 5¢ per sheet. The number of sheets in each case study is shown below.

CATALOGUE NUMBER AND SUBJECT	TITLE OF CASE STUDY
	COMMUNITY ACTION PROGRAMS (CAPs) AND NEIGHBORHOOD CENTERS:
CS-1-A	A CAMEL IS A HORSE DESIGNED BY A COMMITTEE-The wrong way to create a CAP Education Committee 6 pages
CS-1-B	WANT AD FOR A NEIGHBORHOOD CENTER SUPERVISOR Staffing and program planning of a neighborhood center. 4 pages
CS-1-C	NEIGHBORHOOD AREA SERVICE CENTERS - Organizing neighborhood centers for a tri-county community action program 5 pages
CS-1-D	PROGESS CITY - Organizing neighborhood centers for urban community action program 5 pages
CS-1-E	NEIGHBORHOOD CENTERS AS A TOOL FOR COMMUNITY ACTION - Mobilizing the community to help solve problems 3 pages
CS-1-F	THE EARLY AIDE MEETS SUCCESS - Neighborhood center aides plan and schedule a work day and a work week. 4 pages
CS-1-G	ORGANIZING A RURAL CAP - Hostility and suspicion confront CAP organizers in Parker county

CATALOGUE NUMBER AND SUBJECT	TITLE OF CASE STUDY
	CONSUMER EDUCATION:
CS-2-A	A CAR SWINDLE INVOLVING AN AUTO DEALER AND A FINANCE COMPANY - A two-part case study involving a reprint of a story published in the newspaper of the Consumers Education and Protective Association of Philadelphia 2 pages
CS-2-B	THE HIGH COST OF MONEY - A widow finds she can finance home repairs 2 pages
	EDUCATION:
CS-3-A	URBAN CITY, NEW JERSEY - A CAP meets the requirements of Title I of the Elementary and Secondary Education Act 4 pages
CS-3-B	PENNIES FROM HEAVEN - A CAP Policy Committee plans to use of a $20,000 gift for a Head Start Program 6 pages
CS-3-C	"CASOS COBRE EDUCATION" - Four case studies in Spanish for Puerto Rican residents: 2 pages 1. A Puerto Rican student arrives 2. An adult cannot speak English 3. Representation on the Board of Education 4. The organization of the PTA
CS-3-D	"ARE DOCTORS, NURSES AND DENTISTS NEEDED IN HEAD START?" - A child enrolled in Head Start needs medical care 1 page
	HEALTH:
CS-4-A	HEALTH CLINIC: A CAP establishes a health clinic in a city with large poverty population and a high incidence of TB, syphillis, infant mortality. Program objectives, services and budget are included. Based on Atlantic City, New Jersey 7 pages
	HOUSING:
CS-5-A	A CAP BECOMES CONCERNED ABOUT MIGRANT HOUSING 2 pages
CS-5-B	AN URBAN RENEWAL CITY PLANS RELOCATION PROJECT 2 pages

CATALOGUE NUMBER AND SUBJECT	TITLE OF CASE STUDY
CS-5-C	A CITY'S SENIOR CITIZENS NEED HOUSING, 2 pages
CS-5-D	A TOWN FACES UP TO CODE ENFORCEMENT, 2 pages
CS-5-E	RURAL CITIZENS NEED BETTER HOUSING FACILITIES 4 pages
CS-5-F	A CITY SOLVES ITS HOUSING PROBLEMS, 2 pages
CS-5-G	A CITY SUPPLEMENTS ITS LOW-INCOME HOUSING WITH A LEASED HOUSING PROGRAM 3 pages
CS-5-H	HOUSING, WELFARE AND A CAP'S INVOLVEMENT- Welfare mothers stage a sit-in at a Housing Authority and a CAP becomes involved 4 pages
MANPOWER:	
CS-6-A	MANPOWER PROGRAM FOR A RURAL CAP - An unsuccessful Rural Youth Development Program causes a CAP Director to seek help from a Manpower Technical Assistant, 9 pages
CS-6-B	METROPOLITAN MANPOWER PROGRAMMING - A manpower program suffers from lack of cooperation between a CAP and other community agencies 3 pages
MOBILIZING LOCAL RESOURCES:	
CS-7-A	INNER CITY -A city CAP Board tries to maintain and expand programs after federal funds are cut, 3 pages
CS-7-B	RURAL COMMUNITY ACTION PROGRAM - The resources of community organizations can help a rural CAP continue its program 5 pages
SENIOR CITIZENS:	
CS-8-A	MORE THAN MEMORIES - A case study package of the needs of senior citizens 4 pages TO BE WELL FED THE FRIENDS OF YESTERDAY IS THE DOCTOR AN ENEMY? A PLACE TO CALL HOME
CS-8-B	SENIOR CITIZENS AND PROJECT FIND - A director gets project off to a good start 6 pages

CATALOGUE NUMBER AND SUBJECT	TITLE OF CASE STUDY
	TECHNICAL ASSISTANCE:
CS-9-A	HOW DOES AN ANTI-POVERTY AGENCY DEVELOP AND START AN INFORMATION REPORTING SYSTEM? - A CAP learns to meet requirements for MIS reporting. 5 pages
	WELFARE:
CS-10-A	"CAN THEY DO IT THEMSELVES?" - A CAP Welfare Aide helps a group of welfare mothers plan low-cost or no-cost solutions to their problems 3 pages
CS-10-B	"CASE STUDY OF A WELFARE MOTHER" - A CAP Welfare Aide plans a guide for an unwed welfare mother 2 pages
CS-10-C	"CASE STUDY OF A WELFARE FAMILY" - Referrals to the proper community agencies is a problem-solving method used by a CAP Welfare Aide 2 pages
CS-10-D	MOBILIZING COMMUNITY RESOURCES -What resources can be used to help a welfare family solve problems 3 pages

DISCUSSION STIMULATORS (DS)

Discussion stimulators are problems designed to stimulate discussion during training sessions. The first copy of each discussion stimulator is free. Additional copies can be purchased for 5¢ per sheet. The number of sheets in each discussion stimulator is shown below.

CATALOGUE NUMBER	
DS-1	LOCAL CAP BOARDS OF DIRECTORS, 2 pages
DS-2	WHAT IS COMMUNITY ACTION? - Four definitions
DS-2-A	In English, 3 pages
DS-2-B	In Spanish, 3 pages
DS-3	URBAN NEIGHBORHOOD COUNCILS, 1 sheet
DS-4	MAKING HOUSING CODE ENFORCEMENT WORK, 3 pages
DS-5	URBAN HOUSING PROGRAMS, 3 pages
DS-6	MANAGEMENT INFORMATION SYSTEM (MIS), 1 page
DS-7	WHAT IS A CAP? - WHAT IS WELFARE? 5 pages
DS-8	WHAT IS A CAP HOUSING SPECIALIST? 1 page
DS-9	NO MORE NONSENSE ABOUT GHETTO EDUCATION, 2 pages
DS-10	CONSUMER EDUCATION, Match Test, 1 page
DS-11	NEIGHBORHOOD SERVICE CENTERS, 1 page
DS-12	WELFARE, 1 page
DS-13	CAP-WELFARE DIRECTORS SEMINAR DISCUSSION STIMULATOR, 1 page
DS-14	A PTA - EDUCATION COMMITTEE DISCUSSION STIMULATOR 2 pages
DS-15	WELFARE - CATEGORICAL ASSISTANCE, 1 page
DS-16	DISCUSSION STIMULATORS IN SPANISH FOR CAP WORKERS 4 pages
DS-17	DISCUSSION STIMULATOR FOR BOARD AND STAFF OF NEW YORK CITY URBAN LEAGUE, 2 pages
DS-18	WILLIAMSBURG(N.Y.) CAP DISCUSSION STIMULATOR 1 page
DS-19	CHANGE IN THE URBAN COMMUNITY STRUCTURE, In English and Spanish, 1 page
DS-20	FRAMEWORK FOR EXAMINING POWER, In English and Spanish, 1 page

TRAINING MATERIALS (TM)

The first copy of each of the following miscellaneous training materials will be sent free. Additional copies can be purchased for 5¢ per sheet. The number of sheets in each item is shown below.

CATALOGUE NUMBER	TITLE
TM-1	CAN NEW CAREERS BE CREATED FOR THE POOR? By Glenn M. Parker, 4 pages
TM-2	THE WORLD OF POVERTY, By Michael Harrington - An abstract, 1 page
TM-3	TRAINING PACKAGES (What is training — How is it done), 6 pages
TM-4	USING GROUP SELECTION TO RECRUIT THE POOR,3 pages
TM-5	CITIZEN PARTICIPATION IN URBAN RENEWAL Edmund M. Burke - Journal of Housing,January 1966 (CATI Summary), 4 pages
TM-6	"ALPHABET SOUP FOR ANTI-POVERTY WORKERS", 2 pages
TM-7	ELEMENTS OF DEMOCRACY - A paper on the principle of public supervision of public goods and services Gregory Simms, 6 pages
TM-8	WHAT IS A SUPERVISOR? - Basics of Supervision 3 pages
TM-9	CAP FISCAL OFFICERS QUIZ - Three complete CAP Component Amendment form 43s are included,4 pages
TM-10	THE POOR BRING ADULT EDUCATION TO THE GHETTO - A report on a new careers demonstration project by Glenn M. Parker, 13 pages
TM-11	HOUSING TERMS COMMUNITY ACTION WORKERS SHOULD KNOW - A Housing Glossary, 6 pages
TM-12	LET'S MAKE REBUILDING CITIES SIMPLE - An abstract A special report by Edward J. Logue,Administrator of the Boston Redevelopment Authority, 1 page
TM-13	DO PEOPLE ON WELFARE HAVE ANY RIGHTS? - An abstract adapted from "We've Got Rights" by Richard A. Cloward and Frances Fox Piven, THE NEW REPUBLIC, August 5, 1967
TM-14	WHAT IS PPBS? - An explanation of Planning-Programming - Budgeting Systems for Community Action Programs, 3 pages
TM-15	NEW CAREERS IN PUBLIC WELFARE, by Glenn M. Parker 11 pages
TM-16	A CONFERENCE ON EDUCATION TAPE AND LEADERSHIP KIT with James Farmer and Gregory Simms,$2.00 per kit

NEW JERSEY COMMUNITY ACTION TRAINING INSTITUTE MATERIALS

COST PRICE LIST

DESCRIPTION OF MATERIAL

TRAINING HANDBOOKS (TH)

NEW JERSEY TENANT ACTION HANDBOOK	
English Edition	1.00 each
Spanish Edition	.75 each
USE A SURVEY TO FIGHT POVERTY	
English Edition	1.25 each
Spanish Edition	.75 each
SO WHO NEEDS MONEY TO FIGHT POVERTY	.25 each
THE CATI NEWS-MAN	.25 each
COMMUNITY ACTION TRAINING: A HANDBOOK FOR TRAINERS	1.50 each

TRAINING BROCHURES AND BOOKLETS (TB)

HOW TO CONDUCT A COMMUNITY ACTION MEETING	
A training Kit with English and Spanish brochures included	.75 each
Training Kit with one brochure	.50 each
English brochure without kit	.25 each
Spanish brochure without kit	.25 each
CAP/SCHOOL SEMINAR PAPERS	.75 each
TAPE FOR COMMUNITY ACTION	.75 each
IT'S YOUR NEIGHBORHOOD	.10 each
ABOUT "BLOCK CLUBS"	.10 each
TIPS ON HOW TO APPLY FOR A JOB	.05 each
TIPS ON HOW TO GET FEDERAL AID	.05 each
SENT (Serve Every Neighborhood Today)	.05 each
WRITE TO YOUR CONGRESSMAN	.05 each
"YA ES TIEMPO"	
Sabe Usted Comprar	.50 each
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SCHEDULE OF PROPOSED

A. Comunity Development

1. City Wide Basketball League
    - a. Identify sites (Streets Program)
    - b. Identify group and put together teams
    - c. Develop schedules
    - d. Identify potential officials
    - e. Training officials
    - f. Development Coach Bank
    - g. Development maintenance force to maintain playing sites
    - h. Develop budget prosections
2. Drama
    - a. Identify potential Drama Coach (John Buchanan)
    - b. Identify production house (old Soul Theater)
        1. cost out furance replacement (estimates from 3 companies)
    - c. Recruit interested Youth
    - d. Select first production
    - e. Select first production team
    - f. Set production deadline
    - g. Prepare P.R. campaign
    - h. Develop budget projections
3. Develop a System of Community Recreation Centers
    - a. Identify sites and buildings for Community Centers
    - b. Design a Recreation Program for each center

- c. Assign L.T.P. enrollees to serve as Center Directors
- d. Develop Training Programs for Recreation Center Personnel (Supervisors and Aides)
  - 1) Part On-Job-Training
  - 2) Part Institutional Training
- e. Prepare announcement for the opening of the centers
- f. Prepare individual Center Budgets and Over Budgets

4. Community Action Center (As a Canteen Community Recreation and Training Center)
   - a. Design complete service program
   - b. Assign a recreation Supervisor for the building
   - c. Preform Feasability and Business Design Studies for the Small Restaurant
   - d. Identify a Supervisor for the business
   - e. Begins a training of Business Supervisor
   - f. Identify other personnel for business
   - g. Identify training requirements for the other personnel in the business
   - h. Identify sources of training for the personnel
   - i. Prepare budget
5. Skating Rink
   - a. Research the cost of either renting or purchasing the rink (feasibility study)
   - b. Design a skating program
   - c. Include Soul Inc. personnel in its operation

TRAINING TOPICS

A. Cultural Orientation

1. Right of Black American
   - a. Self--Hate
   - b. Mother Omented Society
   - c. Lack of formal Leadership Oppertuhities for Blacks
   - d. Lack of Business Opportunities for Blacks
   - e. The need for new kinds of Black Economic Institutions
2. Expand Social and Political Awareness--The Government and You

B. Learership Development

1. Informal Leadership Structure of the Street (mind, mouth and muscle--the 3 M's of the Street)
2. The role of Leaders and Managers
3. The jobs of Leaders and Managers (the principles of Leadership) (obtain Army Manual)
4. The challenge to Leaders and Managers
5. Setting the objectives of the organization
   - a. The place feaseability studies
6. Today decisions for tomorrows results
7. Leadership and Management by objectives
8. The Chief Executive and the Board
9. Developing Managers
10. What kind of structure?
    - a. Building the structure
    - b. The small and growing organization

11. Human organization for Peak performance
12. Motivating to Peak performance
13. The Supervisor
14. Employing the whole man
15. The Manager and his work
16. Making decision

Monday-- Weekly Reports Due

9:00 A.M. -- 10:00 A.M. (Weekly Staff Assignments)

10:00 A.M. -- 12:00 P.M. Community development training directed by Lovell Smith, Assit Al Griffith

12:00 P.M. -- 1:00 P.M. Lunch

2:00 P.M. -- 4:00 P.M. Business Management training, directed by Joe Wade

4:00 P.M. -- 5:00 P.M. Staff discussion of sessions

Tuesday

9:00 A.M. -- 10:00 A.M. Staff preparation

10:00 A.M. -- 12:00 P.M. Robert's rules of Order, directed by Joe Wade

12:00 P.M. -- 1:00 P.M. Lunch

1:00 P.M. -- 2:00 P.M. Group discussion

2:00 P.M. -- 4:00 P.M. Community development training (Leadership Development) Directed by Lovell Smith, Asst. Al Griffith

4:00 P.M. -- 5:00 P.M. Staff discussion of sessions

Wednesday

9:00 A.M. -- 10:00 A.M. Staff preparation

10:00 A.M. -- 11:00 A.M. Cultural enrichment training directed by Al Griffith

11:00 A.M. -- 12:00 P.M. Related speaker

12:00 P.M. -- 1:00 P.M. Lunch

1:00 P.M. -- 2:00 P.M. Group discussion all staff and trainees

2:00 P.M. -- 4:00 P.M. Business management training by Joe Wade

4:00 P.M. -- 5:00 P.M. Staff discussion on progress planned enrollee assignments for Thursday.

* On Thursday's enrollees will spend time with local Business Management Operations (set-up Joe Wade)

Thursday

9:00 A.M. -- 10:00 A.M. Staff Preparation

10:00 A.M. -- 12:00 P.M. Discussion in assignments for afternoon--Joe Wade

12:00 P.M. -- 1:00 P.M. Lunch

1:00 P.M. -- 3:45 P.M. Trainees attend assignments

3:45 P.M. -- 4:00 P.M. Come in to check out

4:00 P.M. -- 5:00 P.M. Director and trainers meet

Friday

9:00 A.M. -- 10:00 A.M. Lovell runs staff meeting and preparation

10:00 A.M. -- 12:00 P.M. Group discussion trainers and trainers on assignments--Directed by Joe Wade

12:00 P.M. -- 1:00 P.M. Lunch

1:00 P.M. -- 3:00 P.M. Community Development Training directed by Lovell Smith, Asst. Al Griffith

3:00 P.M. -- 4:00 P.M. Cultural Enrichment, Al Griffith

4:00 P.M. -- 5:00 P.M. Deal progress reports

TRAINING AND TECHNICAL ASSISTANCE BOARD

SYNOPSIS OF INTERVIEW WITH SEDFRE

Mr. Ronnie Moore, Mr. Bob Jackson

August 20, 1969

BACKGROUD: Scholarship, Education and Defense Fund for Racial Equality began in 1962 in the deep South to lend scholarship support to students expelled from universities for their particiation in the civil rights movement. It expanded its activities to include legal support, training and other supportive services in the fight for racial equality. SEDFRE has a full time staff of 30 trainers, White, Black and Mexican-American, plus a network of about 150 other consultants that are used on a special contract basis. In addition to work in the South, SEDFRE operates primarily on the East coast and in Gary, Indiana, but is now expanding its activities in the Midwest and on the West coast. SEDFRE is a non-profit organization that uses fund donations and money from contracts to support work SEDFRE does without charge for groups of the poor.

EXPERIENCE: During the interview, the consultants told of work in the South training groups in the meaning of the Voter Rights Act, as to voting priveleges, campaigning for office and how to operate when elected to public office. They set up cooperatives and credit unions for the Federation of Southern Cooperatives and the Southern Cooperative Development Program. They work with groups of the poor, particularly Welfare mothers and churches, in Gary, Indiana, at the request of Major Hatcher. In Suffolk and Nassau counties of New York they have worked with bringing together groups of Black Militants, White radicals and police officers in a community relations program. They have worked with the Southwest Council of La Raza in Los Angeles; the Model Cities T and TA program in Gary, Indiana; a number of Catholic and Protestant church groups; the National Catholic Council for Inter-racial Justice in Los Angeles; with Black militants in Harlem; Operation Bootstrap, Los Angeles; with Charles Evers in Fayette, Mississippi; and many other organizations and community groups listed in the distributed materials.

TRAINING PHILSOSOPHY: SEDFRE believes in full citizen participation and involvement in determining felt needs, planning action and making decisions. They believe that the persons involved in the program should design the training program with the consultants as resources of information and advice. They would see bringing about change in the city as the end goal. They urge close scrutiny of their organization and encouraged the Board to check references with groups for which they have previously worked. They stated that the key factor is in organizing people and getting them to work--involvement. They see training for process and stated that training itself will not bring victories, but organizing will: therefore, training must be based around organizing. People must be given the tools with which to deal and the confidence that they can organize to use them effectively.

TRAINING APPROACH: Again it was stressed that the format of training would depend on the decisions of the participants. Their formula is organization + education + action = power. Their approach to community organization is in four steps: (1) train people to organize groups around felt needs; (2) educating people to recognize and use resources; (3) awareness of where the power is in the community; (4) skills to use resources and power to move into action. They would train people in small groups at hours selected by participants, preferring longer training workshops to a session once a week over the year. They develop materials specifically to meet the needs of the participants. They believe in teaching people a variety of tactics that can be used in appropriate situations--giving people alternatives which may be used. They stressed highly the principles, practices and processes of organization, stating that the tools of organization, negotiation, discussion and decision once learned are used to address specific issues. They would plan to train and use staff members of the Model Cities and CAP programs as well as neighborhood residents as trainers.

ANSWERS TO QUESTIONS:

The number of trainers used would depend on the number of persons being trained.

Attitudes toward the poor held by institutions must be changed. All institutions are vulnewable to change, depending on the pressures that can be applied by the community. Institutions can be used to change other institutions. The people who will change institutions are the people who will back up the action. These people are found and trained through organization to identify and use their resources for change.

People are not eager to be trained, so training must begin around felt needs of people. Each person involved in the program should be interviewed individually to see where their self-interests are. Perhaps training must be taken into the homes. It is necessary to find out what attracts people and then reach out for them.

It is sometimes necessary to pay trainees, and money can be used as an incentive. However, people who come to a training session for pay and learn to act may also require pay in order to act. Perhaps money could be used for week-end trips to self-help activities rather than giving money to people directly. The decision would have to be made by the people.

When negotiations fail, further action must be the decision of the group. There are several alternatives--returning to negotiating and making compromises, removing people from public office, getting support from merchants and industry to influence negotiations, etc. If negotiating processes will not work, then the poor must resort to tactics such as persuasion, protesting, power confrontation. The tactics used must be determined by the situation.

Mr. Moore and Mr. Jackson would both do some of the training in Wichita. Mr. Jackson would probably serve as the coordinator for the project. The number of staff used and which ones would depend on the needs identified by the people. Part of the plan would be to use people within the community (such as University people, agency people) to work with training when possible so as to develop resources within the city.

As to changing attitudes, it is necessary to have good communication amoung groups and to give people an experience to gain first-hand knowledge on which to base their attitudes.

In confronting the establishment it is necessary to have the skills and tactics and also to know when it is the right time to use what approach. There are times when dialogue is the best thing, but other times, it is best not to talk. Programs in Wichita should be analyzed so as to determine what the real situations are and which approaches would be most effective. Sometimes the threat of power is more effective than using it.

Programs held separately for youth would depend on the existing age gap between youth and adults which is often less among poor families than with the middle-class. Youth should definitely be involved in the training program, and at present the plan would be to involve them with adults: however, this would be changed if it seemed the best thing to do.

You don't need to spend a lot of time learning specific information (such as the 1968 Housing Law) because you can use resource people for such specific knowledge. If you don't have the capability of coming together and deciding on a course of action, if you don't have the tools, then no amount of knowledge will be of much use. You have to know the techniques for using the specific knowledge.

TRAINING AND TECHNICAL ASSISTANCE BOARD

INTERVIEW WITH SCHOLARSHIP, EDUCATION, AND DEFENSE FUND FOR RACIAL EQUALITY

(SEDFRE)

Mr. Ronnie Moore, Mr. Bob Jackson

Jackson: The first thing that I want to start with is the name of the organization, because you have been calling a lot of consultant firms. I wanted to first say that we are a training organization, and the name implies what our activities are--we provide scholarships, and education through training primarily. We also have defense offices with lawyers. With that combination, we hope to bring about racial equality; hence the name, Scholarship, Education and Defense Fund for Racial Equality. I wanted to show you that we are more than just a consultant outfit. At this time I want Ronnie to talk about some background on the organization itself.

Moore: I share with Bob the gratefulness and thankfulness for talking to you. Even if we don't get the chance to work with you, we at least like to spend the next few minutes sharing with you how we see poverty in this country and the role our company has played in the field of eliminating poverty since 1962. We feel that civil rights is not new to us, poverty is not new. In 1962, we began in the deep South. It was there in the deep South in those years that persons were kicked out of the universities for participation in civil rights movements. The scholarship program was set up to put those kids back in school, and put those kids in good schools in the North. The criteria for the scholarship program were (1) you have to have suffered to some extent for being involved in the movement; and (2) you were required to make some committment to do something about poverty, and we looked for the youth to demonstrate that leadership. The Education department is very important. I'd like to give you sort of a history of how we got up to where we are today. In 1962, there was no such thing as a Voter Rights Act in this country. The people in 17 southern states and even New York were denied the right to vote because they couldn't read or write. SEDFRE trained the voter registration organizers along with other civil rights groups that took part in the demonstrations in the South that dramatized the need for social and civil rights legislation.

In 1964, we were instrumental in the big Mississippi Freedom Democratic Party challenge that sort of put a political focus to demonstrations in the country. Bayard Rustin is very good whe he talks about "From Protest to Politics." He presents a focus not only for Blakcs in the country, but for all minority groups. Both are techniques in bring about a change.

In 1965, when the Voter Rights Act was passed, after we had trained the voter registration workers, it was necessary to go back into these communities and teach people what all the provisions of that voting right are. We went back into Lousiana, Mississippi, Alabama, Georgia, North Carolina and other places teaching what the voting rights are. People registered to vote after they learned how to bring Federal registers into their communities. After the persons registered to vote, they said, "Well, since we're registered to vote, we want to run for public office, but we've never campaigned in our lives before. Teach us how to campaign." To that response, we ran workshops in those same states on how to campaign. That's how this manual, "Political Strenth", was developed. It was in a response to a community need. It's in your kit--look at it. It talks about how to build political power, how to organize a block or a precinct club. We taught people how to campaign, and then when persons learned how to campaign, the next step was running for public office. Minority groups, sensitive white candidates in the South, couldn't get elected prior to the Voter Rights Act, and I think that should be said. Because they were concerned about poverty and talked about discrimination, they couldn't get elected until the Voter Rights Act. A lot of poor whites were eliminated in participatio n in the political process because they weren't allowed to vote. We taught both groups how to campaign. They got elected, and in Fayette, Mississippi, about 25 candidates went into office. The other day, Charles Evers asked us, "Would you come to Fayette, Mississippi, and teach people here how to read a budget? You know, we've got to take over a city government, but we don't know how to read a buget." We sat down, and I have an evaluation here of that Mississippi workshop where we taught people how to read a budget, how to conduct a city council meeting--I'll give it to your chairman and leave it with the group so that you can take a look at it again. That's a report of what happened in that workshop. SEDFRE trainers are very good at bringing the experts like the budget director of the city of Newark, who knows how to read a budget. amd sitting him down with Fred Allen of Fayette, Mississippi, who cannot read or write and who lacks some of the self confidence in himself about reading or writing to make him comfortable. Fred Allen went to school exactly five weeks in his life and he worked in the cotton fields in Mississippi. Mrs. Allen tells me that he was always afraid to admit to people that he couldn't read or write, and therefore we have to deal in training with those basic fears that surround poor people like Mr. Fred Allen, to make him feel comfortable enough to sit down and talk with the budget director and say, "I don't know." That's a realization for poor people, to say "I don't know". Our trainers are good at dealing with those fears and those attitudes.

In 1967, the Ford Foundation made a grant to the Federation of Southern Cooperatives and the Southern Cooperative Development Program to organize producer and consumer cooperatives, sweet potato co-ops, vegetable co-Ops and credit unions in those eleven southern states. Where could this organization get its staff to organize? The Federation Of Souther Cooperatives and the Southern Cooperative Development Program were in the same position that your agency is in and the agencies throughout the country--the need for experienced people who know how to organize. That's a problem throughout the country. So they recruited the maids, the farmers, persons with very limited organizing experience, ex-preachers, and said, "All right, go out and organize". We were able to work with that staff in organizing producer cooperatives. I'd like to leave some references with you, because I think it's important for you to call some of the people I'm talking about and check this out--I think it is the valid and proper thing to do. We took that inexperienced staff, and they organized the co-ops and the credit unions. But as the people began to get on the Board of Directors of the co-ops (these were still poor people), we had to go back and do some training for the Board Members of those co-ops. The first thing we had to do was teach people what a co-op is. What is a policy, and how do you set good policy? How do Board members immediately becomes the bosses of the staff rather than allowing the staff to boss you? Those are the issues of training the poor, the issues of dealing with poverty.

Now maybe you are asking yourselves what we are doing in the North. We're not known in the Midwest and the Western region of the country, but we're known in the East, and we're known in Gary, Indiana. That's where we've done most of our work, and I'd like to talk about those two places. I'll talk a little bit about Gary and let Bob talk a bit about Gary, and I'll talk about the East. When we moved to the North, we had in the East a seriees of weekend workshops with community leaders across the eastern shore. I was back there in 1966, and the things that we taught people in the East were things like the fact that Title VII of the 1964 Civil Rights Act that deals with employment can be used in the North--discrimination in employment--Northern leaders didn't know that. I very simple fact that we took for granted that Northern leaders knew, they didn't. We ran a series, and since that time the leaders moved into poverty groups and we've worked with the community renewal team in New Haven, Connecticut, training organizers, training members of the Board of Directors.

In Suffolk and Nassau Counties, there was a need to develop some advanced training to move from the basic skills and start dealing with insights and realationships. There was a need to get the

Black militants and the White radicals at the conference table with police officers. They needed trainers who had more than just credentials as trainers but who had the rapport to relate to the radical forces as well as the conservative forces in order to bring them back together. SEDFRE trainers were about the only guys around the East who sort of had that type of personality to do that, and we ran a police-community relations worshop in Nassau and Suffolk Counties of New York. I brought to you an evaluation of that workshop, and I'd like to pass it to your chairman if I may do that.

The fact about the North--we have problems. Black officials are elected, minority officials are elected by Mexican-Americans, and we have worked very closely with the Southwest Council of La Raza in Los Angeles, running a school board seminar for Spanish surnames. That was an experience for me, because I thought when you used the term "Mexican-American" you included all, but the Mexican-Americans educated me and the other members of our staff to Spanish surnames. The field of human relations is a very difficult field, and you're constantly in the process of learning. We work very closely as a training outfit with the Southwest Council of La Raza convening a national conference of Mexican-American and Spanish surname school board members. These were poor people too, but you see, how they define poverty is people who usually make less than three thousand dollars a year--it's more than that. Inferior schools, slum housing, and the people who are concerned about poverty are in the process, and the poor middle-class too--they think they're not poor. We haven't produced a report on the Spanish surname conference yet.

We're here because we think we have a wide variety of training experience, possibly more than any other unit that I know of, particularly in the area of dealing with the poor. I'd like for you to raise some questions with me as to what we can do here and how you would like to use us, to determine if you can use us.

Question: How many staff members do you have?

Moore: We have thirty full time staff members. I'd like to talk about our staff. It's a highly integrated staff with Spanish surname people, Whites and Blacks on the staff. We have a network of various groups of people across the country who work with us from time to time, about 150 to 200 persons. We have about 500 names, but we only use those persons we know can work. Those 150 to 200 people represent those we have tested in previous programs and whose work is good, and the other three hundred I don't pay any attention to.

Question: You wouldn't propose to use all thirty staff members in Wichita, would you? How many would you bring into Wichita?

Moore: That would depend on the format that we discuss here with you.

You raise some questions about it--the format that you and the participants will decide on. If we can train 200 persons at one time in weekend workshops, it would require at least ten staff members or consultant trainers to do that. We would break that large number of 200 into small groups to work with them in a very adept way. The number of trainers would depend on the number of persons being trained.

Question: How do you feel about institutional change?

Moore: We talk about institutions, we are talking about schools, churches, the home, welfare, the basic agencies. We're talking about changing their attitudes toward the poor, about developing a program--we're talking about money. So the only answer to how we deal with poor people not only means sensitive programs but i also means money, so we're talking about two things. How do you determine which ones are vulnerable? I say they are all vulnerable--it depends on how much pressure we can bring about in the community. If the burning issue in Wichita is the need for more teachers who are sensitive and people are willing to pressure them to move around the school board in order to get that, then the school board is vulnerable. If the welfare mothers are willing to organize to take on the Welfare Department and can also bring about supportive forces behind them like the churches and the industries and the institutions--if you can get institutions to join you, you can use other institutions to change institutions. You may have supportive industry when you deal with education, you may not have supportive industry when you're dealing with welfare. You may have support with the churches when you're dealing with welfare but not support with the churches when we're talking about economic change. So, the institution depends on what support we can muster. The first step is to get out in those communities. For instance, who are the people behind you? Who are the people who are going to back you up when you take on the City Commission? Those are the people who will change institutions, the people who will back you up.

Question: How do you organize to get these people to back you up?

Moore: I think we have to talk about what we're after, and to me when we talk about the poor, we're after power. We're talking about organization + education + action = power. I think that the beginning of community organization is just about four steps. The first thing in getting people to organize is to recognize, as painful as it is, you really do not know what they want, even though you might have been around here twenty years and they might have been talking to you all your days. What they wanted twenty years ago, what they wanted yesterday, is not necessarily what they want today. Therefore, the first thing you want to get at is to train organizers--that's staff, CAP program and Model Cities program--and train them for organizers so that they begin to understand their role, that they not only provide direct services, taking a man to get his driver's license or helping take a sick person to the hospital, but that they also put little groups together. How do you pull groups together? Around felt needs. Now somebody in Washington might say that what Welfare mothers need is guaranteed minimum income--that's the long range. Okay, leave that for the big boys to pressure Nixon and play the game with Humphrey and all the rest to get that guaranteed income.

But Welfare mothers cannot feel guaranteed income. What they feel is the lack of living standards. What they feel is when they go down town to the administrative offices and sit in the halls for hours and hours and hours. What they feel is when the caseworker comes in and asks them all those ridiculous questions about their husbands. That's what I call "felt needs", so you can get Welfare mothers to act around that, but they could never buy what you mean when you say "guaranteed minimum income". The thought of organizing is not only to get Welfare mothers to move by going down to the down town administrative offices but begin by getting them to come together as a group to discuss their felt needs in small groups. Then later, they'll begin to search for their resources. What do I mean by resources? What do they have as individuals within the group, human resources, physical resources? To what can they reach out as a group in order to bring about change? That's the beginning of community organization. I don't want to give you too much on that because its a little too much to deal with in a short time, but that's the first step.

Now, under education, what amd I talking about/ I'm talking about aid to Welfare mothers and the poor, recognizing needs and resources, telling them what they're going to need--like your training program is geared to do that.

Then you're going to need awareness. What do I mean by awareness? We mean they've got to know where the power is at. Poor people must learn who's messing over them.

Then after they learn whose messing over them, they've got to get some skills--skills that we think they need, like organizing that we've been talking about. Of course, once they've got the skills, they move in the action; and once they move in the action, they've got the power.

Question: You've given us a real good idea of what would be good if we had somebody organized in training. You still haven't answered as far as I'm concerned the question of how do you organize the young people to back you up? And if we don't have 200 people, how are you going to get them to come to our meetings so that they can get some of the training?

Moore: I think we have to face that reality that people are not dying to be trained. I believe one of the training subjects we're going to have to use is that "felt need" concept that I talked about in organizing. Maybe what you have outline in the training program for curricula is not the thing that's going to attract people to come. The approach in any training program, whether we come in or not, is going to have to deal with the approach which I think must be used--that the person involved in the program should be interviewed individually to see where their self-interests are. They might ask for curricula in cooking or sewing, you know, and that may be the issues we might have talk about training people around--whatever they are talking about that is meaningful to them. I think they've got to be individually interviewed. Maybe their wants are not that far off. Sometimes we have to leave that question open and we have to interview them in person. The other thing is that I don't think that the format outline in the training program is a good one especially when you talk about people coming together for fifty weeks. I don't think people want to come that often. I think that should be changed. The format should be of such a nature that the people say, "We are available to come", if it means night classes or week-end work shops or retreat centers. Maybe some of that money must be spent on week-end work shops to get people out to training sessions. Maybe training will have to be taken into your homes--the whole concept of a classroom type of training situation may be far from what people in Wichita are concerned about. I know when we were training in Englewood, New Jersey, and we were training people to take part in the project area council, we had to take a training kit into the homes of 1200 families to say, "Look, there's a project area council meeting". Maybe that's training. I know when we get ready to register people to vote in northern cities, we have to take the registers away from city hall. into the neighborhood, and training is no different. What I'm trying to say is we have to be as creative as possible, to find out what things attract people and then reach out for them.

Question: Do you think that it is necessary to pay the trainees? Is it a good way to get people to take a training program by paying them for attendance?

Moore: I think sometimes it is necessary, but I don't know if we defeat our purpose or not. I feel that's a problem--I don't have an answer to that. People who come to a training session for pay may get the information, awareness and skills, but will also require pay in order to act. I think that money should possibly be used as an incentive, but I'm not sure how--whether or not to give it directly to the people, or whether or not you spend it in such a way that they appreciate something. Many people in Wichita have never had a week-end trip to a self-help activity, and they may be interested in it. That may be one way of spending the money rather than giving it to them directly. Maybe here you'll want to do it directly. I've seen several formats. In Gary, Indiana, where we worked in the Model Cities program--Bob, do you want to tell them what the people in Gary are doing?

Jackson: Let me go back and start at the beginning about Gary. I think Gary is important in that we were requested to come in by the mayor to do training, which was an oddity for us. The intention of Mayor Hatcher in calling SEDFRE to Gary was that he felt the organization would be effective in dealing with the community groups such as yourselves. However, these groups had no money to pay us--you know what the cost is to bring in a consulting firm or a training outfit to come in and train folks. I think one of the things that sets SEDFRE apart from the usual consultant or training organization is that we're not here for the money. I'm really not concerned about getting the fifty thousand dollars from Wichita--I'm more concerned about bringing about some changes in terms of people having some say not only in this program but what goes on in the city.

I think the second thing that sets SEDFRE apart from other organizations is that everybody on our staff is full time, dedicated to work full time with citizenry. That is, we don't moonlight with other consultant organizations.

The concept in Gary was to work with those groups who can't afford to pay. What we have been doing is working with the Welfare Organization in Gary, as well as with church groups and settlement houses, and so on. Let me give you some examples of some of the stuff we have been doing. The AFDC mothers had difficulty in moving together toward one of the stores there that they felt was taking advantage of them with high credit charges, and what they came to us about was some training sessions with how to negotiate. One of the things that became very important was that kit you have on negotiation, "A Tool For Change". Well, we went through that kit, and what they set up was a mechanism whereby they began to deal with that store. They set up a grievance committee to deal with that store, and those having difficulties with that store brought their grievances to the AFDC organization. With some of the church groups, what we've been doing is working with Catholic as well as Protestant organizations, dealing with them in their committment to poor groups in the city. The thing we have done with that, is to run training sessions on how they begin to relate to the kid that comes to school and maybe doesn't pay attention in school because the kid is hungry. Maybe he hasn't had any breakfast in the morning. We are bringing to their attention a lot of social problems that really hinder effective learning and effective teaching in the city. We've also done that with one of the Episcopal churches, with a Headstart program and one of those Day Care programs from that section. From that came a desire on the part of three settlement houses in Gary that all the people who would be working in the summer program would be required that they go through a training program run by SEDFRE/ Now to be able to do this for free, we must be able to get the money someway, and what we've done in Gary is sub-contract with the Federal programs, Model Cities and CAP and CEP, training their staff in the same organization concept that Ronnie has outline to you. So thereby we get money to keep going, to keep doing free work for welfare mothers, for settlement houses and for groups that don't have any money.

Now the last thing I want to deal with as far as Gary is concerned is that two weeks ago we just got funded to do the same thing in Gary that you are looking for someone to do now--that is, to train the board members as well as the Model Cities groups in the target area in a combined Model Cities-CAP approach. In other words, it is the same format that you want to deal with in Wichita. We have just been awarded that contract in Gary, Indiana.

Question: How many more cities have received the grant?

Moore: In the field of Model Cities, we have worked in Englewood, Gary, and we have talked about working here, but we have a variety of training established across the country, as staff of 30 persons in a network tending to a large volume of work. All the training sessions are not every day. Sometimes we have five sessions on weekends. But we make a committment. We put staff there to do it. Like in Gary, Bob has been there for about 12 months.

Question: Can you tell me how many cities have been funded on the Model Cities program?

Moore: Only five cities are under contract out of the original 75. Thirty-five have been given a grant, but they are not under contract. Only five Model Cities are under contract--money in the bank.

Question: When negotiations fail, what type of group action do they take then? Marches, sit-ins, or what?

Moore: That depends. I think you should read that manual. The decision of what to do next is a decision of the group. That's something that we teach about negotiations. We built this manual to what we call the "accountability " factor, and that is to make the leaders at the negotiating table responsible to the people behind it. "If the city fathers will not hear the request that you told us to present to them, take it back to the group and let the group decide it". Now, some of the tactics that we teach that deal with that could be a number of things. One, it could mean going back to the negotiating table, compromising on your demands. Another one could be that you've exhausted all possible remedies, and you need to exert political pressure. If there is an election coming up, that may mean removing some guys from city hall. If we find that you could possibly persuade the negotiating process by taking on the merchants downtown, that's one approach. That's based on an analysis of what should be done in the community that will influence the process. I think that that's important at this time, because it requires a serious committment to community organization, especially, when people deal with that question you raise, when poor people have to deal with the fact that the negotiating process will not work. Then they must resort to tactics. That will require some strong group action, and you have to think about whether you want to make that type of committment to the poor people. Do you want to train poor people that they can have the skill to use whatever means that are necessary to bring about change? Or maybe you don't want to do that. I think that we should put every skill possible in the hands of the poor. One time you may bring change about by persuading people, another time by protesting, and another time by power confrontation. The tactics used must be determined by what's before you.

Question: You said that you negotiated with Gary, Indiana. You worked there with Model Cities. How long will that run? You do not think that you would be taking more than you can handle by taking on Wichita? How can you be in two places at once?

Moore: If we had a small staff, I would agree with you. But on our staff of about 30, only about ten are permanently located, and you have about 20 that are mobile. There was a question that a lady over here raised about the money in a Model Cities program. I think that the breakdown of the money there is very important. In fact, we had nothing to do with the money arrangement in that project. It was designed by the local people--they submitted it. The fact of the matter is they also cut a big hunk of cash in for themselves--that was that they would pay $16 a day for each participant. And also in your question about staff--that's also in the budget. They wrote in provisions for a staff of people selected by the committee. They have in Gary, people who will be there doing it every day.

Question: In other words, you would hire some local talent?

Moore: That's what Gary has done. The format that we use here is one that we would like to sit down with you and discuss. We didn't design that one at all. They also pointed out what they wanted in terms of training, from the consultant firm, were four weekend workshops. All we have to do is provide the staff for those weekend workshops. They hire their own local staff to do it. They only wanted the consultants who were running the weekend workshops and their own every day staff, who they would select and who they would be the bosses for, running the program from day to day.

Staff Member: This organization is now under contract with one of the top organizations in the country, General Electric. And, we've been taken. And one of the reasons that we've been taken is because they've sent in a couple of people and Man, were they good! We bought them, and we haven't seen those boys since. Maybe they're off selling someone else. I wouldn't be over here trying to prejudice the group. I am tremendously impressed with the two men here: would the two of you or men of equal caliber be available to this community?

Moore: A very valid question. Bob would be involved in training sessions, and I will also. We would be doing some of the training. I would be very dishonest if I said that I would be directing the project. Bob most likely would be the coordinator and put things together. I wouldn't be here for the training sessions. I would be running weekend workshops--then I would be on the scene. The lady who did the project in Inglewood will be here also. I think that we're very fortuante in the area of community development to have this good staff of ours. The only areas where we are weak--for example, our staff members could not teach fund-raising. But in the area of organizing and the whole concept of community development, 22 of the 30 are top-notch guys. They've been selected over a period of four to five years, and they were selected primarily because of that organizing experience. They worked in the welfare movements. I won't tell you all the staff guys are as articulate as we are, but they are good trainers, and I don't think that in workshops you have to be quite as vocal, but you have to have the skills. They are able to get people in workshops to open up and really do their thing. Those are the skills that I think that you really need.

Question: Would you be able to use any of the professors from any of our universities out here: For example, in fund raising?

Moore: Let me answer that. One of the things that we find important in implementing the program is beginning to draw on some of the sectors of the community as the University, as volunteers, to begin to relate with you and begin to work with you in developing the city. And I guess that is what we are talking about, really, in bringing about change throughout the city. To answer your question, yes, in building the program.

Jackson: Like the person best to talk about the inner workings of welfare could be found in the welfare department. We use local resources as much as possible.

Board Member: The welfare is carrying on a program with the social department, and we had some workshops there. We made up a couple of plays, skits. We had members of the CAP staff and some others working on it, and they were rather sharp. These skits were just great. They were last minute things, and I played the part of one recipient before the Board.

Moore: That's interesting, because you see, you have training potential--you got a role to play in this training. I see myself to create a training program where you can serve also as a trainer, bringing in some of the information. You know more about political situations in Wichita than any consultant group coming, and I think that you've got to recognize that.

Jackson: I want to respond to the earlier question about our coming in here or other SEDFRE staff coming here. The thing that I want to admonish you about is the fact that you ought not to be just impressed with us but really thoroughly check out our organization and what that organization can do to meet this proposal that you got. If you are just impressed with us as two dudes who are articulate, if you aren't impressed with our organization, you just got two dynamic dudes who are just spending your money. I think that you ought to really look at the organization, not just be impressed with personality. It is easy to be caught up in that personality game because someone is articulate, but he doesn't do the job. We'll send you a list of organizations that we have worked with.

Board Member: How do you go about changing attitudes or wrong thinking of people about welfare, Black, different religions, the Bible, and things like that? What can you do to change their attitudes around so they know a little of all of them and know that some things aren't really so? How do you go about changing these types of things?

Moore: I think that it is a question that we have been dealing with. Just last night I left the National Catholic Council for Interracial Justice in Los Angeles. Ted Harris, the executive director, asked me to come up there to train the discussion leaders. These are the guys who are going to deal with issues like welfare rights and the role of the church. The discussion leaders were priests, nuns and persons with strong opinions. And after a day and a half, I was trying to teach just one thing to them--"Can you for the next three days of this conference play a neutral role?" And both the militants and the conservatives voiced their views. I was trying to change the pattern of behaviour of the discussion leaders. And one priest was saying, "I can't be neutral when I believe it is wrong", and I was saying, "All right, but until the people out there can see that it's wrong, it's still right." In order to get them to see it your way, you have to play a neutral role. I can give you just one suggestion: while you're changing behaviors, if you can sort of get people to step back from the role.

Another way which I found very effective in working with Black militants, and I take great pride in that, in our ability to work with groups and to offer what we can, no matter what we are. In fact someone said, "I don't know how you do it". Well, we don't either. When the militant questions me saying, "Can anything happen in the system? Forget about it, shoot everybody", my first impulse is to debate with him, and then if I debate with him, he is not going to hear what I say and we're not going to get across. So what I do, I challenge him--not on the premise, but on "what have you done lately?" And when you can get a militant to take part in organizing function and have him interact with the attitudes of poor people. you find very strange things when you work with the poor. One is that all poor people are righteous and just, and they do no wrong. Bu we know better than that, don't we? And so the militants, when they confront that, begin to deal with something.

The other one is that when you go into the Black homes of Harlem and you find out that people are very happy over the fact, and they got pictures of Dr. Martin Luther King, I say organize those people, because they are committed to that. Now, whether you like it or not, I take a militant and I challenge him to organize, and then I begin to deal with his attitudes about his ability to organize those poor people who are committed to Martin Luther King. I think a good example of that is a workshop that I ran in March in Indiana. We worked with several groups who wdre concerned with the issue of racial polarization, and we had some of the militants in there. It is always a difficult conference--you have the Whites on one side, Mexican-Americans on one, and Blacks on the other. And there was one militant group that really intimidated, a couple of militant guys that were saying, "You need to kill all the honkies, the thing we need to do is have the Black people burn down bridges and that type of thing. I hate all white people." So I challenged him by saying, "You really hate all white people?" He said, "Yea, man, yeh!" I said, "Then what are you doing here? You could have been sitting home watching TV or something, but you came here". And so he finally admitted that it wasn't that he didn't like all white people or that he had really given up hope. It was just that he was frustrated. The second thing that I challenged him on when we finished dealing with that was, "Do you have a gun?" He said, "No, man". I said, "Well, then, how can you plan on going out and killing people--you don't even have a gun". So I think that we have a great deal of experience in dealing with conferences and the whole force of intimidation and bringing some communication among groups. I think that is the whole thing, the key, in dealing with attitudes. To get people to work. Your issue is to organize them and keep them moving. Involvement is one way of dealing with it.

Question: How could you train people to confront the establishment?

Moore: That depends on the group. I'm not really sure about the implications of the question.

Board Member: Say, you have a group of people in a community and there are problems that result in this community, in one area of town where a certain group of people live. And there is no effort on the part of leaders or would-be leaders to take The Man in hand. Or those who do, they do it in a half-hearted manner, or they make a stab at it and run. But now how do you get the community itself to develop leaders in that community? It may be following an organization, I don't know. But that's what I want to know. How would you get that particular community to take the bull by the horns?

Moore: Let me deal with your question. I think that we have to see this too--I think that we ought to look at it pretty clear. There will be courses in the program that will teach certain skills--maybe how to negotiate--maybe another one, how to persuade the establishment without antagonizing it. Another one--how to use the political process, how to get other groups to confront the establishment. One way to confront the mayor is not for you to go down, but to get the Chamber of Commerce to go down. I think that we ought to teach people protest tactics, for when they have to use it, and we hope that you will be able to teach people timing, being able to determine what tactic to use at the right time in order to bring about the maximum results. But that's a big, big order for a training program. And I think that we aren't going to be able to pinpoint it as one, two, three: are we promising something that no one can produce? We can only do like I did tonight, try to show you that we have a view, a way that you'd like to see us go. We have the competence to produce in the area. But I can't answer the question about the numbers of people that we would change.

Jackson: I would feel that you don't mean just confront. I think one of the things that Ronnie said is important--the whole question of timing. Establishing a dialogue seems to be the tactic that you employ all the time. That's not necessarily so. There are times when you don't talk. Now how do you establish that? When is the time when we don't talk right now? Downtown may be willing to talk, and you might say we don't talk because we're not ready. How do you hold your guns and hold yourselves when you don't talk, when the pressure is on? I think that we're going to have to come into Wichita and do some type of analysis with the programs here and find out waht are the real situations, and develop some materials that would deal with issues--issues of power, issues of protest--and get people to discuss them.

Question: The thing I'm concerned with is this, up there on the board you have those components of equal power. Now this is some thing that poor people in Wichita don't have, and there isn't any means of any type of confrontation. I'll use that word, even though that's not what I want to say. But are you telling me that not any type of dialogue can be established until you have the power?

Jackson: I'm not saying that. I'm not setting rules as much as I want to teach people a variety of approaches in terms of variety of tactics. It's not my decision at all to determine whether or not the confrontation is good or bad for Wichita. That's for you to decide. It's not my perogative at all, it's not my job at all, to determine when to go down or when dialogue is important. My job is to sort of teach you if you want to talk, "These things help you to talk. These things hinder you from talking". I think another thing that is important--I think it is mistaken sometimes how a subject is used to smack people along side of the head. Sometimes the threat of power is more effective than using it.

Board Member: We've had words in the last few sentences like results, production, using. I wonder if you could illustrate those things? Some production, some results, some effectiveness, some instrument of change (even though perhaps small) in your experience, and the techniques that worked at that time to produce them?

Jackson: That's a hard one, because training is not an easy field to evaluate. I know that in Los Angeles, California, Operation Bootstrap was not even talked to the Los Angeles police department because of the polarization. I carry with me a weekend evaluation of that workshop.

In 1966 we pulled together 100 candidates in South Carolina, and we taught them how to campaign. I could point to 20 of them who've been elected to public offices. Change--I don't know. These are the things that I can't put my hand on.

Moore: I know that when we convene with various other cooperatives, we had meetings where we did nothing but organize. We are holding group meetings--for two weeks we are holding group meetings. I think it is ridiculous when we talk about training and organizing one year. We have to talk about many years in order to bring about institutional change. When the program is here ten years, and I don't know if anybody will be around here that long, then maybe the results would be more tangible.

I think that we have to have little victories here like that--little victories. And I think that training itself will not bring about any big victories. Organizing will. And as you say, I think we would run a training program five years, and it wouldn't bring about the results of organizing, particularly for the various programs you operate. And those on the street--they are really in contact with those people who will bring about a change. Those people out there.

Question: Would part of your program be related to young people in any way?

Jackson" As far as we are concerned, that's an important element. In fact, that's and element that we have found to be very useful and very effective when used constructively. We don't know what is the best yet for Wichita, and we should be working together here to make that decision.

Question: Would the type of program that you would institute for us be the same type of program that would be instituted for youth?

Moore: That would depend on the ages of the youngsters. You see the youth of the poor are not like the youngsters of the middle-class. They don't have the same age gap. You see the youngsters of the middle-class are sometimes out there playing golf, and the parents are reading books, and they got a big gap; but the youngsters of the poor have pretty much the same problems as the adults--the rats and the roaches, the images that you confront. They have to utilize power. Sometimes, I think that maybe the youngsters need this training more than the adults because they are the change agents. Many times they are working against themselves, and they don't understand because we haven't been able to teach them. I think that it is very important that they be involved in the training program. At the present time, we plan to give them the same thing that we give the adults, but if we find that there are other ways of getting the message across, then we'll use them.

Question: I think that environment has more to do with people fighting themselves as to what role they play in life. How do you start changing environment?

Moore: Let me define what you mean by environment. Environment is not just your surroundings--environment is those things around you that influence your life. The church is a part of my environment as an institution. When I walk down the street and I see garbage cans, that's a part of my environment. When I go into a corner and I see a cop beating a guy side of the head, I see police brutality--that's my environment. It either makes me like police officers or it makes me hate them. Or my father comes home and he's drunk--that's my environment. When the welfare case worker comes in, and he curses my mother out or he makes my mother feel less than a woman, that's a part of my environment. The way you change an environment, that's the way you help an individual. So go to work on the things that influence you. Like the garbage collection, the police brutality.

Question: I think that's our number one hazard for civilization today. You have said that you have a similar contract ready to work at Gary, Indiana. Now is the technical and training program similar to this one? In that case, we have suggested 19 or 20 items that we are considering. Can you tell me what you are going to use as training programs in Gary?

Jackson: Well, the training program in Gary is one, as I said, where the residents themselves are making the decisions. So, it is not a program that we will be using. The second thing is, the only programmatic thing we are involved in will be those weekend conferences. In Gary they have a staff who will be doing the day-to-day stuff.

Question: What subject exactly--that's what I want--are they going to do?

Jackson: The deal around welfare, and jobs--particularly for women in Gary. One of the key things in Gary is a lack of employment for women. The city is run by U. S. Steel, and some of the other steel manufacturers have men fully employed. One of the primary issues there is unemployment for women. That's the key question in Gary. Also in Gary is a need for housing, which I also understand is a problem in Wichita. They are having some difficulty with people who don't want to have low-income housing in Gary.

Another thing is the whole point of education. The state legislature cut back on the school budget for the whole state of Indiana, and one of the issues felt at Gary for the coming month is that whole question of schools.

Question: How would you handle the housing projects that have been put up with no fire escapes--third floor, in case of fir you have to jump out and break your neck, and if you're very big, you won't get through the window--they're that small. How would you go about getting this straightened out?

Jackson: One of the places I would begin is with you, because that is something that you're concerned with, that is something that you feel and that bothers you. I think that what I would begin to do is to work with those people like yourself who have that concern. I'd begin to appraise those issues--the lack of fire escapes, the fact that there are some utilities that are not available. I guess what we all come back to is that old question of organizing.

Moore: I think that she wants the program too. And I'll tell you how in low-income housing, in the Bronx, we are changing the run-down apartment houses into co-ops and rehabilitating those buildings. But even before you bring in programs, you get people to come together to begin that pressure.

As to training topics, at least two kinds of approach can be used. One is the principles and practices and processes of organization. I feel very strongly that that is what is being expressed here. This is one of the most important things--that you use these tools of organization, and negotiation, discussion and decision, to address yourselves to specific issues. If you have a housing problem, the 1968 Housing Law becomes a matter of concern. You won't need to spend an awful lot of time learning specific things. If you have, as we have, an attorney, a legal aid program, he will do that digging out the law which will be useful to you to solve your housing problems. But if you don't have the tools, if you haven't moved through that process. if you haven't developed the capability of coming together and deciding on a course of action, then no amount of knowledge will be of much use to you at all. You have to have the techniques of organization for the negotiation to be worth anything and once you have that then you can go to the specifics and say, "Hey, attorney, we've got housing problems and we're ready to deal around that and we want you to consult with us as to what our legal rights are".

Question: What is the criteria for campaign for or selection of trainees?

Jackson: One approach that I suggested in the program is that you've got to use the existing staff in both Model Cities and the CAP program. Some of the methods that we suggest they use--to have a house to house, an individual campaign of those persons that's going to be involved in the program and explain the program. Get people to talk about it and so test out the interest in it. I think that it should be a massive publicity campaign that says, "Look, we're talking about learning power" and really seeking the concepts. I think only through a massive campaign are you going to create the type of enthusiasm to create 200 participants.

Question: What could we do in Wichita to attract private industry?

Moore: Charles Evers was faced with that same question--how do you bring industry in to Fayette, Mississippi? He brought down the state treasurer of Connecticut to Fayette to talk to them. One of them raised the same question as you--what do you have going for yourself in Wichita that would attract an industry? The answer to that may be like it was in Fayette. "We don't have a labor force because the people who stay in Fayette, Mississippi, are the people who are trapped, who can't go anywhere, people that the army didn't take and people who couldn't make it North and people who failed out of elementary school because they have to work in the fields." That problem is not a new one at all. It's one that you face across the city. The city has to figure how you bring industry in. Mayor Hatcher had the same problem in Gary. If you want to deal with that question, you have to bring in a specialist to deal with that kind of issue.

Question: Have you that kind of specialist?

Moore: In the network, yes. Not on the staff. One of these days I will get the specialization so I can answer a question like that. I think there's another side to the question too, because bringing industry in doesn't always help the economy. We'll not talk about that because that's been so long, this economic discussion. We can get into it in the training session.

END OF INTERVIEW

SEDFRE

SUGGESTED BUDGET

Local low income residents hired and trained as consultants 400 man-days @ $25. per day	$10,000
SEDFRE consultants - 200 man-days @ $90. per day	18,000
200 days perdiem @ $16. per day	3,200
SEDFRE Travel	3,500
Two week-end workshops for 200 Trainees, Travel, room, board @ $4,300 each.	8,600
Administrative charge (materials, equipment, film, video tape, etc.)	4,030
Supplied to T and TA Board for their use in retaining consultants for follow-up.	2,670
TOTAL	$50,000

12/9/68

TRAINING SESSION

I. AGENDA

II. TRAINING DESIGN

A. Assumptions
B. Commitments
C. Objectives (based on assumptions)
   1) Purpose - training to fight for change within the organization
   [2) Development of Black awareness & understanding,
   [its political significance
   [3) Development to community action and change
   4) Develope skills in identifying community problems and analysis
   5) To develope leadership skills

8 groups, 10 persons paired off to see "What I have Done for Black People" / analyze this to judge commitment.

8:00 - 8:30 Introduction of staff

8:30 - 10:30 Task groups divide into groups of 10

8:30 - 8:45 Lab exercises - participants will discuss "What I am Doing for Black People Lately"

8:45 - 10;30 Each group will collect data and produce a written product and analyzing the date as to Black identity and personal commitment.

COPY

TRAINING FOR INTERVIEWERS

I. January 8, 9, 10, 1969 - Full Day Sessions

1/2 day sessions once a week for three (3) weeks.

II. Objectives

1) Interpret the Model Cities Program

2) To help the interviewers to answer the following:

A) How do you interview sensitively and effectively?

B) How do you deal with hostility?

C) How do you deal with resistance?

3) To obtain information regarding residents in the Model Cities target area.

III. Place: Upstairs - 1044 Broadway

IV. Trainers: Bob Jackson and Art Naparstek

THEME: "HONESTY AND DEDICATION TO MY COMMUNITY"

Tentative Training Design

FIRST DAY:

I. a) Small group discussion with dyads
"What I Have Done in My Community".

b) Focus on Model Cities Programs

1. Feelings
2. Perceptions
3. Program needs
4. Identify one central ISSUE

II. Simulations

--Tinker toy for perceptions on Community
--Feed back on exercise

III. Give interviewers a copy of background information on Model Cities Program for them to take home and study overnight.

COPY

SECOND DAY:

Morning: Trainees inputs and questions regarding the Model Cities Program in small groups
Large group discussion with Stahle

Afternoon: Practical inputs on interviewing
Discussion
Small group role play
Interviewing strategies
Give trainees copies of the questionaire to study overnight

THIRD DAY:

Morning: Small group discussion on the areas of questionaire you will have trouble getting Community people to answer. WHY?

Afternoon: Role playing

Discussion

SUBJECT: "How Does It Feel to Have to Answer the Questions?"

COPY

TRAINING FOR MODEL CITIES INTERVIEWERS

WHEN:	January 16, 17 & 18, 1969
PLACE:	1044 Broadway, Gary, Indiana 46407
TIME:	9:00 a.m. - 5:00 p.m.
NUMBER OF PARTICIPANTS:	28
TRAINERS:	Art Naparstek Bob Jackson Neighborhood Action Institute 1700 Adams Street Gary, Indiana 46407

THURSDAY - JANUARY 16, 1969

11:00 a.m. to 11:15 a.m.	Bob Jackson - "NAI, Its First Training"
11:15 a.m. to 12:00 p.m.	Rev. Lowery
12:00 p.m. to 1:00 p.m.	LUNCH
1:00 p.m. to 2:00 p.m.	Dyads for introduction in small groups "listen" the importance of feeling like the community person "What Have I done in My Community".
2:00 p.m. to 3:00 p.m.	Similation with tinker toy
2:00 p.m. to 2:30 p.m.	Groups of six from each group, build a community as you see it spiritually, emotionally and physically.
2:30 p.m. to 2:45 p.m.	Each group have a report to tell what they have done.
2:45 p.m. to 3:30 p.m.	Merger your community A-B, C-D without changing any basic structures.

ISSUES:

How decisions ar e made?
How many people felt left out?
How was conflict resolved?
Are we Listening?
Do we take into consideration others ideas?

3:30 p.m. to 4:15 p.m.	Merger communities of the two groups.
4:15 p.m. to 5:00 p.m.	Small group discussion of larger group community and what happened.

PASS OUT INFORMATION ON MODEL CITIES PROGRAM TO BE STUDIED AT HOME.

FRIDAY - JANUARY 17, 1969

Fishbowl - Groups A & B

9:00 a.m. to 9:45 a.m.	Problems (major)do you see the Model Cities Program (A)
	(B) Reacts to fishbowl
9:45 a.m. to 10:00 a.m.	Group (B) reacts
10:00 a.m. to 10:45 a.m.	Group (B) major needs of persons to be interviewed and their perceptions.
10:45 a.m. to 11:00 a.m.	Group (A) reacts
11:00 a.m. to 11:30 a.m.	Bill Stahle
11:30 a.m. to 12:00 pm	Questions and reactions
12:00 p.m. to 1:00 p.m.	LUNCH
1:00 p.m. to 1:45 p.m.	Lecture on interviewing - Naparstek
1:45 p.m. to 2:15 p.m.	Questions
2:15 p.m. to 2:30 p.m.	Break
2:30 p.m. to 5:00 p.m.	Small groups role playing

Groups 1- 2

Development 10 questions and to select an interviewer and an interviewee

Questionaire - to study at night

SATURDAY - JANUARY 18, 1969

10:00 a.m. to 11:00 a.m.	Small group discussion
11:00 a.m. to 12:00 p.m.	Larger news print to share concerns Re: questionaire
1:00 p.m. to 2:00 p.m.	Dyads for questions

For Our File

—TRAINER RESOURCES 1/22/69

1. Jerry Perlmutter
2. Art Friedman
3. Bill Moore
4. Chuck Hamilton
5. Don Johnson
6. Jerry Speigal
7. Ellie Speigal
8. Leon West
9. Jack Sa Porter
10. Jon Brown

NTL

new jersey

community action training institute

BARRY A. PASSETT, Director

2465 SOUTH BROAD STREET · P. O. BOX 4078 · TRENTON · NEW JERSEY 08610 · TELEPHONE 609 888-4200

February 12, 1969

Mr. Robert W. Jackson
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

Dear Mr. Jackson:

I have tried, unsuccessfully, to reach you by telephone on a number of occasions - - but no luck. Therefore I am writing you regarding your request for 500 copies of "How to Hold a Meeting," since there may be a time within which you need them. The best rate I can give is 15¢ per copy, which would total $75.00. Please call me if you wish the order shipped, and they will be mailed immediately.

Your information about SEDFRE is most helpful, since they have been used as Consultants by the Institute on a number of occasions. However, I do not remember seeing a write-up of their services as descriptive as yours.

Thanks so very much.

Very truly yours,

Ada H. McClinton

(Mrs.) Ada H. McClinton
Chief of Administrative
Services

[illegible]

Read

Bob

AHM:pw

enc.

a non-profit corporation ··· training for opportunity

2/18/69

NTL - Curt Mial
Council Lounge
Battle Creek Lab - 1st week in March
Cost - What kinds of funds are available?

Lengthoof time

Scholarships
Transportation
People to go???

*Criteria

Councilmen
Program Personnel
Citizen Groups
Businessmen
Chamber of Commerce
School City
Warren

* Able to work as a team
In tone to each other
Ability to motivate others to attend Gary Lab.

* Deadline for registration February 25, 1969
Follow-up with:

- Metro Corps
- Model Cities
- Youth Program
- Human Relations
- Councilmen

2/27/69

TO: RONNIE MOORE
Scholarship, Education and Defense
Fund for Racial Equality, Inc.
164 Madison Avenue
New York, New York 10016
212 532-8216

FROM: SYLVIA TAYLOR
Neighborhood Action Institute
1700 Adams Street
Gary, Indiana 46407

SUBJECT: NEGOTIATION A TOOL FOR CHANGE

TRAINING DESIGNS

I. Diagnous
   1. Personnel interviews

II. Common needs - Priority Needs

1. Strength (How to obtain it)
2. Communication (How to communicate effectively)
3. How to handle your part of the negotiation properly
4. Whom you should negotiate with, and the approach that should be used
5. When to negotiate and how to negotiate, the strategy to be used, the mistakes to be avoided

OBJECTIVE: To develop effective tools, to obtain or arrange by conference

III. Activity:
Read the pamphlet - "Negotiation,A Tool for Change."
Time: 10 minutes
Method: Silent meditation and reading

Activity:
Set up a panel to negotiate on demands of your group
Time: 15 minutes
Method: Group task

Activity:
Negotiate your demands with the power structure
Time: 20 minutes
Method: Role Play
Situation —Negotiation Table
q Characters —Group Panel
Power structure: Ronnie and Sylvia

OBJECTIVE:
To bring out what participants have learned

A Activity:
Analysis of Role Play
Time: 10 minutes
Method: Group discussion

Evaluation: 5 minutes
procedure: Forms

2/27/69

TITLE: POLITICAL STRENGTH - HOW TO GET IT

SPONSORED BY: N.A.I.
1700 ADAMS STREET
GARY, INDIANA 46407

PARTICIPANTS: N.A.I. STAFF

PLACE: GARY NEIGHBORHOOD HOUSE
1700 ADAMS STREET
GARY, INDIANA 46407

DATE: FEBRUARY 27, 1969

DIAGNOSIS OF NEEDS - METHOD: PERSONAL INTERVIEWS

1. HOW TO GET OUT THE VOTES
2. HOW TO ORGANIZE A PRECINCT

OBJECTIVES

1. TO SHOW THE GROUP THE IMPORTANCE OF VOTING
2. TO SHOW THE IMPORTANCE OF THE PRECINCT

DESIGN

I. **Lecture** - 5 minutes
   Material - Booklet -"Political Strength - How to Get It"

II. **Time** - 15 minutes
   Method - Tinker Toy Similation
   Activity How to organize a precinct

III. **Feedback** - 15 minutes

   Group discussion

IV. **Break** - 15 minutes

V. **Evaluation** - 10 minutes
   Procedure - Forms

TITLE: LABORATORY TO RAISE MONEY FOR COMMUNITY ACTION

SPONSOR: BOB JACKSON - SEDFRE STAFF
1700 ADAMS STREET
GARY, INDIANA 46407

PARTICIPANTS: STAFF OF NAI
1700 ADAMS STREET
GARY, INDIANA 46407

PLACE: GARY NEIGHBORHOOD HOUSE
1700 ADAMS STREET
GARY, INDIANA 46407

DATE: FEBRUARY 27, 1969

DESIGN

I. Method of determining needs

Needs
Personal Interviews
1. Method
2. Approach
3. Resources

Priority - Method
Approach
Resources

II. Objectives
1. To develop a method of fund raising
2. What type of approach to use in fund raising
3. Identifying resources

III. Design

Activity - "Dealing with community reaction"
Time - 5 minutes
Method - Lecture

Activity - "How do you feel about people soliciting"
Time - 10 minutes
Method - Group Discussion

Activity - Type and methods of fund raising
Time - 10 minutes
Method - Blackboard and lecture

Activity - "How to approach prospective contributors"
Time - 15 minutes
Method - Role Play
One person is fund raiser, the other is prospective contributor
Objective: To teach fund raiser how to approach contributor.

Feedback - Objective: To see what was learned from role playing

IV. Evaluation

Evaluation will be done by use of evaluation forms

V. Resources
1. Newsprint
2. Magic marker
3. "How to Raise Money for Community Action" - SEDFRE
4. Evaluation Sheets
5. Pencils

2/27/69

TITLE: PUBLIC RELATIONS HOW TO USE IT

SPONSORED BY: N.A.I.
1700 ADAMS STREET
GARY, INDIANA 46407

PARTICIPANTS: N.A.I. STAFF

PLACE: GARY NEIGHBORHOOD HOUSE
1700 ADAMS STREET
GARY, INDIANA 46407

DATE: FEBRUARY 27, 1969

DIAGNOSE THE NEEDS OF THE TRAINEES

Research: Personal interviews

Writing of Leaflets: "How Public Opinions are Formed"
"How to Use News Media"

Objectives:

1. To develop the ability to writing of leaflets
2. To discuss , "How to Form Favorable Public Opinions
3. Discuss how to use news medias to best advantage

Activity: Writing a leaflet
Time: 40 minutes
Method: Informal group discussions

Activity: Public Relation - How to Use It
Method - Lecture & guided approach
Time - 20 minutes
Feedback - 10 minutes

Evaluation - 10 minutes
Group discussion -- Questions: What did I like best?
What did I like least?
What would I suggest to improve it?

Resources: 1 piece chalk; 1 eraser; 3 pencils; 3 sheets paper

Book Title: PUBLIC RELATIONS HOW TO USE IT
Author: SEDFRE

[redacted]

POLICE COMMUNITY RELATIONS WORKSHOP

for

Police Officers and Citizens of

Tallulah, Louisiana

By Edward L. Cole, Staff Associate

Scholarship, Education, & Defense Fund
for Racial Equality

164 Madison Avenue
New York, New York 10016

CONTENTS

Introduction - 1

Summary and Recommendations - - - - - - - - - - - - 3

Session Highlights - - - - - - - - - - - - - - - - - - 5

Evaluation - 8

Agenda - 9

We have cited deep hostility between police and ghetto communities as a primary cause of the disorders surveyed by the Commission. In Newark, in Detroit, in Watts, in Harlem - in practically every city that has experienced racial disruption since the summer of 1964 -- abrasive relationships between police, Negroes and other minority groups have been a major source of grievance, tension and ultimately, disorder.

In a fundamental sense, however, it is wrong to define the problem solely as hostility to police. In many ways the policeman only symbolizes much deeper problems.

-- Report of the National Advisory
Commission on Civil Disorders

INTRODUCTION

In April 1969, Zelma C. Wyche became chief marshal of the village of Tallulah, making history as the first black police chief in the state of Louisiana.

Tallulah lies about 26 miles west of Vicksburg, Mississippi, on Highway 80, surrounded by a large farming area. Cotton once was king here. Black people then comprised, and continue to account for two thirds of the population. Tallulah itself is a conservative, one-industry village (the Chicago Mill, a paper wood mill). The majority of its residents are on the welfare rolls.

Black participation in the political process traces back to the mid-60s. Mr. Wyche, a Tallulah barber, was one of the first to try running for local office. In the summer of 1966, he attended a citizen education workshop conducted by SEDFRE at Frogmore, South Carolina. "The discussion on how to run a campaign really fascinated me," he said then, "because it brought out so many things of importance that I overlooked in my campaign for Alderman."

In the fall of 1968, Mr. Wyche was running again, this time for chief marshal. Many communities in the area were asking for citizen-education workshops for the emerging black electorate. SEDFRE staff associate J. T. McCain conducted training sessions on how to get out the vote in Tallulah. In November, Wyche defeated two white candidates for the Democratic nomination for police chief: he lost that race to an independent candidate. But then came the second round in 1969. After a special election in April, Wyche finally made it.

One of Marshal Wyche's first official acts was to call on SEDFRE for the practical training he now needed: a special workshop in police-community relations for himself, his staff of law-enforcement officers, and Tallulah's citizenry. A four-day seminar was arranged, running from Monday to Thursday, Sept. 29 - Oct. 2.

Marshal and Chief of Police Wyche serves a village whose police force motto reads, "Union, Justice and Confidence." This is a difficult motto to live up to -- one which had no history of relevance to the majority of village residents. Yet in three months, citizens had begun to see justice, black people were gaining confidence. But there was still no unity in the community.

The police-community relations workshop was a new attempt to apply the motto of the police force and build some bridges between the community and a heretofore separate body - the police force.

The following objectives were set for the session:

1. To bring police and citizens together in a continuing relationship in order to reduce suspicion, misunderstanding, hostility and fears;
2. To assist in developing sensitivity to the human dimension of police work;
3. To introduce citizens to police problems and work out ways for police and citizens to cooperate in finding suitable solutions.

SUMMARY OF SESSIONS

The four days of sessions drew a varied, if predominantly black, group of Tallulah citizens and officials. Participation was voluntary. Top attendance at a single session was 32; others averaged about 15 persons per session over the four days. Eight teenagers took part in the Wednesday daytime sessions. That same evening, 80 per cent who attended were local educators: schoolteachers and the two black members of the district school board. In all, some 60 people attended.

All but three white participants were employed by the Community Action Program. Although this group of people characterize themselves as the white community, they are often referred to as "nigger lovers" because they work for OEO . This characterization is significant because these whites had shown some awareness of their attitudes - and minor changes from existing white attitude norms. Non-CAP whites who attended some sessions voluntarily included a businessman and the director of the welfare department.

The black participants represented a cross-section of the community, covering all extremes. The black police officers are a unique group of law-enforcement officials. They are sensitive to human problems and have a deep commitment to seeing that all citizens are given equal justice.

Only three white police officers attended. There is a tremendous amount of apprehension on their part to involving themselves outside of the line of duty. They seem to fear carrying the burden for all the expectations white police officers have historically caused to exist in the minds of black people. They seem fearful that their fate may be the same as what they have seen meted out to black people. In essence, they walk a tightrope. White Tallulah has capitulated, at least for the present, to the new chief. White villagers are watching closely for any special efforts of white officers to make the sailing smooth. Black Tallulah sees justice and security, at least against harassment from the police department, and is watching closely to keep policemen fair.

It is evident that having a police chief accountable to black people has given black Tallulah dignity, pride and a sense of achievement. Its effect in the past three months has been to neutralize the tension and fear blacks experienced with police. They express this feeling through saying often how things were "before" as opposed to the way things are "after."

One truism is that the black-white issue transcends police-community issues. For white Tallulah sees the chief as everything they have fought against. Black Tallulah sees his coming to office as a mere dress rehearsal for greater victories. One participant, a Reverend Turner, explained how he felt having a black chief this say: "Black policemen represented sweet water to black people. A black chief represents tea. In '70 we want coffee - a black mayor."

Throughout the sessions, the officers were persistent in their probe for constructive ideas from participants on how to create a better image. Participants recommended the following proposals for action by the Police Department:

- The establishment of Periodic Officers Clinics to be held at schools to teach young children simple traffic laws. This would be an opportunity for small children to learn about policemen. Many small children fear policemen because parents use the threat of calling the police to discipline children.

- Panel Discussion including Citizen Leaders and Police Officers. A regular format for presenting and dealing with complaints by police officers and by citizens. Local discussion of issues relevant at the immediate time.

- Recreational Activities such as basketball, touch football, baseball would allow teenagers to function along with police officers rather than against police officers. The establishment of block baseball Leagues with youngsters and police playing together would be ideal.

- Field Trips to the Police Station, jail and other public buildings for pre-school and elementary grade children - including a ride in the police car.

- Citizenship Workshops in which police would teach laws, and explain violations in terms easily understandable to citizens. Focus would be on misdemeanors and how to avoid them. I recommend that this be broadened to include four Youth Days each year -- one day set aside every three months on which youth would help police officers carry out routine functions, like directing traffic, answering police department telephones, etc.

- Law Day Assemblies at local schools.

The following workshop recommendations emerged from the four-day sessions:

1. Every effort should be made to effect some of the proposals suggested to the police by participants.

2. Public relations officers should be more creative in carrying out their functions. Every attempt should be made to bridge the gaps between the untouchable isolated groups in Tallulah.

3. Sessions between black and white officers should be held on a regular basis. To create the atmosphere for free speech and expressions, I feel that these sessions should be conducted by Assistant Chief Huey Daily. I believe the presence of the Chief, the absolute authority symbol, will hinder interaction.

4. The Board of Directors of the Community Action Program seems to be a logical place to initiate a Human Relations Council for the Village of Tallulah.

SESSION HIGHLIGHTS

"It Felt Uncomfortable"

In an attempt to lower the tension, the trainer opened the workshop with several "microlabs": active exercises to get participants involved and interacting with one another.

Participants were lined up in pairs facing each other and told to feel each others' hands for five minutes and try to get to know each other by using the sense of touch. Participants were hesitant to participate. Several reasons account for this reluctance: (1) Most of the pairs included both black and white participants; in the South, physical contact between races has been forbidden. (2) Many of the couples were of the same sex. Society tends to raise eyebrows when two people of the same sex hold hands. (3) Some of the couples included police officers. Police officers are taboo for many people to talk to, not to mention touch.

When participants were asked to discuss the experience, comments were wide-ranging. Most expressed an uncomfortable feeling. One participant said that he learned that his partner was warm: he had strong, sensitive and productive hands.

This exercise brought to the surface the issue which came to be the focus of the session. The director of the CAP said that the people who needed to learn to feel for people were not there. His allusion was to typical white citizens. He further pointed out that the people (whites) present were cast out of the white community, because they worked for the poverty program. Discussion pointed out that white citizens opposed helping black people get Federal money because this would remove a cheap source of farm labor, even though the large farmers themselves accept millions of Federal dollars in subsidies.

"In the last three months I am learning to feel better about police officers"

Participants were asked to express their personal feelings about police officers. This proved difficult. People praised the department for its efforts in the last three months. After persistent efforts to get honesty and trust established -- to little avail -- I became convinced that black people had been virtually overwhelmed with the dignity and pride inherent in controlling the police department. They were clear about past feelings toward police: They didn't like police officers before they had black officers, and backed up this feeling with vivid recollections of police hostility and savagery.

One participant commented that black officers are more humane than white officers. We had the group examine this "feeling" about the present. People realized that some policemen are bad and that categorical assessment of any group is dangerous because there are some bad in all groups.

Among the participants who stated their feelings honestly, were four police officers. Each said he disliked policemen because they have a record of human mis-use, but each also vowed that no more deliberate police violence would be seen as long as he was on the force.

The trainer posed a question to the group. Is there ever a case when a police officer is justified in using the billy club? The question was explosive and brought much interaction.

Officers pointed out that officers, too, are human and lost control. Use of the billy club is justified only in one circumstance: when the policeman must protect himself. Assistant Chief Huey Daily, an oldtimer on the force, asked the group about shooting law-breakers, pointing out that the law supports the officer only if he is fired upon first. Citizen participants, it turned out, were more favorable to the use of force than the police officers.

"What then is the citizen's responsibility?"

Participants began to make the point that the citizen could make a citizen's arrest if he saw a lawbreaker. They went on to talk about how it was the citizen's responsibility to call the police if he saw something going on. I raised the question, if you saw a person shoplifting, what would you do? This question was posed to get personal gut responses. It turned out that only two or three people would really call the police. Some said that they would talk to that person. I pointed out that the personal answers contradicted their earlier responses to citizen role. Their immediate reaction was to the effect that the type of crime would determine in the pure sense what they would do. Participants again said they felt that the lawbreaker would get fair treatment.

Trigger Words

The group listed a series of words and phrases that generate gut reactions: Heated discussion took place around this list of inflammatory words and phrases:

TRIGGER WORDS LISTED BY PARTICIPANTS

Words Referring to Policemen

- Fuzz
- Cop
- Heat
- Roach
- Flatfoot

Words Whites Use About Blacks

- Boy
- Girl
- Uncle
- Auntie
- First names
- Negra
- Negress
- Agitator
- Nigger

Words Referring to Other Groups

- Nigger Lover
- White Trash
- Peckerwood
- Honkie (rarely used in South)
- Redneck
- Dago (Italian)

Police Phrases That Set People Off

- You think you're a bigshot.
- Where are you going?
- You're just a fool.

The director of Madison Parish Welfare Department asked the group for an explanation when "Uncle" and "Auntie" (pronounced Ant-ie) were listed as trigger words. He had been taught that this was a respectful way to address older Negroes. Black participants reacted as follows: We are never called Mr. or Mrs., they explained. We move from "Boy" to "Uncle," from "Girl" to "Auntie." One lady who had obviously deep feelings on the subject said that whenever she was called Auntie she would ask the white person, "Which one of my brothers is your father?" This response invariably would offend the person. Another participant, a farmer and businessman, said whenever he is called Nigger, Boy or Uncle, he avoids any further dealings with that person. The white participants were able to get in touch with feelings many had never suspected. White officers, I feel, benefitted more from this than any other discussion.

Teenagers Become Police Officers

At one session, a role play cast teenagers in the role of policemen. They were issued pamphlets to use as billy clubs. Policemen, armed and in uniforms, were instructed to act the part of citizens creating a disturbance. The officers (acting as citizens) created a scene in which two were about to get into a street fight. The teenagers (acting as officers) came on the scene. At first they were very diplomatic about trying to break up the fight, but after about five minutes, they began to call the citizens names, pass remarks about their dress, make up charges, issue threats -- and begin to use unnecessary force. The role play was then used to teach how an officer should approach an explosive situation. Officers were reminded to explain the rights of any citizen approached for arrest or dentention. We also discussed what officers should not do in carrying out their duties.

This exercise and the detailed discussion which followed were, in my view, important highlights of the workshop. Officers began to respond with unprecedented seriousness and patience to participants' questions about driving through caution lights, misinterpreting traffic signs, and other misdemeanors. Police took time to teach people, served as resource persons in this session. There was real back-and-forth communication on the questions raised about misdemeanors, fines and so forth.

EVALUATION

On October 21, Chief Wyche summed up in a letter to SEDFRE the impact of this workshop series. Following are his reactions three weeks after the event:

> These sessions should bring about closer relationships between officers and community people. This was the first time they had the opportunity to express and discuss their fears and complaints and begin to build from a common understanding. We are looking forward to more training of this type.
>
> Only through such training will a better understanding between the community and the police department be achieved.
>
> Had the whites shown more interest by attending this seminar, they would not have to ask: "What's going on at City Hall?"

From the Trainer's Point of View

Given the state of affairs in Tallulah, I see these sessions as paving the way for limited results in terms of its broad objectives. At best, it can be looked at as a beginning, to create better relationships between two diametrically opposed segments of the community. Sensitivity to stereotypes and slur words was established. There was some movement toward attitudinal change on the part of police officers, and lines of communication were opened with the black community. At least, curiosity was generated by the session and insuing press coverage in the white community. Yet two communities remain, one white, one black. Unlike so many other communities, in Tallulah, the police department is putting top priority on trying to build a bridge to connect the two.

AGENDA

Monday, Sept. 29

10 A.M. - 3:30 P.M.

Evening (format
repeated for
night-class
participants:

Registration and Introduction:

Lecture, by Edward L. Cole, on SEDFRE, its philosophy and training role; and on the history of police-community relations

Microlabs:

- Get to Know an Officer
- Feel and Touch
- Alter-Ego Introductions

Community Norms

Group Discussion and Encounter:

How do I feel about policemen?

Tuesday, Sept. 30

10 A.M. - 3:30 P.M.

Evening (format
repeated for
night-class
participants)

(Participants divided for day's tasks into two small groups. Group A, police officers; Group B, citizens.)

Trigger Word Exercise:

Each group lists as many words as possible which trigger gut reactions by affronting a person's dignity

Discussion, encounters focus around feelings and effects of listed words and phrases

Content Analysis

Role Play:

Citizens assume the role of police officers, who in turn play the roles of citizens

Analysis of role play

Wednesday, Oct. 1

10 A.M. - 3:30 P.M.

Discussion: The roles of Police Officer and Citizen in Law Enforcement

Participants discuss how they may help one another. Police officers attempt to teach simple laws to citizens

Tasks for Small Groups:

1. List as many projects as possible which should be initiated by the police department to give people more confidence.

2. Which are long-range projects, which short-range?

3. Choose one project and describe in detail how it would work.

Total Group Process Analysis

Thursday, Oct. 2 — Completion of tasks

Timetable for projects

Summary of Sessions

Evaluation

COPY

March 6, 1969

TO: ROBERT JACKSON, DIRECTOR
NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

FROM: SYLVIA TAYLOR
NEIGHBORHOOD ACTION INSTITUTE
1700 ADAMS STREET
GARY, INDIANA 46407

SUBJECT: PROGRAM TO ASSIST NEWLY ELECTED NEGRO OFFICIALS

TRAINING DESIGN

COPY

I. Diagnosis

- a. Personal Interviews

II. Common needs - Priority needs

- a. The effectiveness of community organizations.
- b. Political action and community organization experience.
- c. To identify and interpret the real need of their constituents.
- d. Political effective means of meeting the needs of the constituents through administrative and legislative processes.
- e. How to get the assistance necessary to make the fullest possible use of opportunities presented by their new office.
- f. How to develop self confidence in their capacity to succeed in government.
- g. Develop skills in presentation and timing.

OBJECTIVE: Demonstrated competence in governmental and community affairs.

ACTIVITY: Set up a staff of skilled specialists to work closely with the newly elected officials.

METHOD: Descriptive and lecture

TIME: One (1) hour

ACTIVITY: Set up a governmental office.

METHOD: Role play
Situation: Mayor's office
Characters: Newly elected official - Mayor, Assistant to Mayor, Secretary and other officials in Mayor's office

TIME: One (1) hour

COPY

OBJECTIVE: To bring out what participants have learned

ACTIVITY: Analysis of role play

TIME: One (1) hour

METHOD: Group discussion

EVALUATION: Ten (10) minutes
Procedure; forms

41-69

NAI - Technical Assistance Division of SEDFRE

The Neighborhood Action Institute will identify and contact all elected Black officials in Indiana.

The Institute will also identify Divisions and notify the Technical Assistance Division of SEDFRE.

4-1-69

April 15, 1969

Training Identification Workshop for Federal Program Directors

Objective : To identify training needs

Problem identification and goal setting

Analyze agency

Teamwork in problem sharing

Problem:

1. Communication
2. Motivation
3. No truth, honesty
4. No Black awareness

Task and communication orientation

How are decisions made?

Five major problems of your agency

What are their effects?

What has been done?

GARY YOUTH FORUM

TRAINING SCHEDULE

WEDNESDAY - MAY 7, 1969

6:00 p.m. - 6:15 p.m.	**Introduction of NAI**
6:15 p.m. - 6:30 p.m.	**Micro Lab**
6:30 p.m. - 7:00 p.m.	**Communication Pattern**

TITLE: LEADERSHIP DEVELOPMENT

SPONSOREDBY: Neighborhood Action Institute of SEDFRE
1700 Adams Street
Gary, Indiana 46407
(219) 885-4316

PARTICIPANTS: Youths, members of GARY YOUTH FORUM

PLACE: Gary Public Library
220 West 5th Avenue
Gary, Indiana

DATE: May 16, 1969

GARY YOUTH FORUM
220 West 5th Avenue
Gary, Indiana 46402

FRIDAY -- MAY 16, 1969

6:00 - 6:15 p.m.	Introduction of NAI Trainers - (Fred)
6:15 - 6:30 p.m.	Micro Lab - (Hector)
6:30 - 6:45 p.m.	Norms - (Tan)
6:45 - 7:30 p.m.	Fantasy Game: 1. Who would you like to be? 2. Where would you like to go? 3. Who would you like to take with you? Method: Written and Discussion
7:30 - 8:45 p.m.	T-Groups (ALL)
8:45 - 9:00 p.m.	Micro Lab - Togetherness (Tan)
9:00 - 9:10 p.m.	Evaluation Forms (Hector)

LEADERSHIP DEVELOPMENT
LABORATORY

TITLE:	SELF AWARENESS AND ORGANIZATIONAL DEVELOPMENT
SPONSORED BY:	Neighborhood Action Institute of SEDFRE 1700 Adams Street Gary, Indiana 46407 (219) 885-4316
PARTICIPANTS :	Members of the "Diablos" Gang
PLACE :	Gary Neighborhood House 1700 Adams Street Gary, Indiana 46407
DATE:	May 21, 1969

TRAINING DESIGN

May 21, 1969

Objectives: Being involved in something constructive.

2:00 p.m. - 2:15 p.m.	Micro Lab with music - Tan
2:15 p.m. - 2:45 p.m.	Lemon Game - Bob
2:45 p.m. - 4:00 p.m.	T-Group
4:00 p.m. - 4:30 p.m.	Old Lady - Hector
4:30 p.m. - 5:00 p.m.	5-Squares - Fred

TITLE: STAFF DEVELOPMENT

SPONSORED BY: Neighborhood Action Institute of SEDFRE
1700 Adams Street
Gary, Indiana 46407
(219) 885-4316

PARTICIPANTS: Summer Staff of Gary Aldering Settlement House

PLACE: Aldering Settlement House
1385 Van Buren Street
Gary, Indiana

DATE: May 23, 24 & 25, 1969

FRIDAY - MAY 23, 1969

OBJECTIVES:

1. To develop a cognizance of job functions.
2. To develop an awareness of intergroup responsibilities toward functioning as a team.
3. To create an awareness of the positive nature of street organizations.
4. To explore participant racial attitudes as they relate to the dynamics of ethnic interactions.

7:00 - 7:20 p.m.	Introduction of NAI and staff - Bob Philosophy of training- David Norms - Tan
7:20 - 8:00 p.m.	Guided group discussion (Small groups) 1. What I came to get 2. What I came to give
8:00 - 8:15 p.m.	General Discussion of what happened in the groups.
8:15 - 8:30 p.m.	Discussion of cooperation and responsibility as it relates to team work.
8:30 - 9:00 p.m.	Five Squares - Fred
9:00 - 9:30 p.m.	Feedback Method: General Discussion

SATURDAY - MAY 25, 1969

10:00 - 10:15 a.m.	Task Orientation Participants will list on newsprint (10) problems that their organization foresees in the program this summer.
10:15 - 2:00 p.m.	Small groups: Participants will be divided into small groups (sub-groups of three). Each group will list three problems and rate them according to priority. Selett a representative to fishbowl negotiate their groups. Number (1) problem ranked in order of the most important to the least important. RULES: 1. Outer circle can't talk. 2. If you want to speak, you have to tap out.
2:30 - 5:00 p.m.	Strategy Planning - Small groups 1. State the problem 2. What would youlike to do about the problem? State as many things as possible. (What might happen?) 3. Is there anyway this group can solve the problem? 4. Choose the most promising solution and describe in detail what you would do. Select a representative and this representative will report back to the total community.
7:00 - 7:20 p.m. (night session)	The representative will report its groups problems and plans to the total community
7:20 p.m.	Guided group discussion The total community will discuss their feelings about street organizations. (The focus will be toward creating an awareness of the positive nature of street organizations.)

POSSIBLE ISSUES

I. Fear of gangs

II. Disturbances

III. Powerlessness

IV. Poverty

V. Law and Order (Destructive)

VI. Racism

Positives

1. Togetherness

    a. relate to each other
    b. closeness

Possibilities of constructive action.

SUNDAY - MAY 25, 1969

9:00 - 9:15 a.m.	Micro Lab with music - Hector
9:15 - 10:30 a.m. (Small groups)	Report from each group explaining problems. What we have learned in this weekend session. Method: General Discussion
10:30 - 11:45 a.m.	Lemon Game - Fred
11:45 a.m.	Evaluation - Hector Method: Written

TITLE: STAFF DEVELOPMENT AND PROGRAM ANALYSIS

PARTICIPANTS: SEDFRE Staff Associates

PLACE:
Holiday Hills
Pawling, New York
(914) 855-1550

SPONSORED BY:
Scholarship, Education & Defense Fund
For Racial Equality, Inc.
164 Madison Avenue
New York, New York 10016
(212) 532-8216

DATE: August 11-15, 1969

Staff Development and Program Analysis August 11-15, 1969

OBJECTIVES

1. To review and evaluate SEDFRE activities, September 1, 1968 - August 1969.
2. To examine SEDFRE's programmatic direction.
3. To set program priorities.
4. To review fiscal procedures and 1969-70 budget.
5. To develop skills in training, public relations fund raising, and contract negotiations.
6. To discuss structural and program changes and reorganization, e.g. research and resource materials department, program development and integration of technical assistance to the training department.
7. To set priority on resource materials development.
8. To suggest staff assignments - 1969-70.
9. To suggest potential staff resource people.

MONDAY

12:30 -- LUNCH

2:00 - 5:30 p.m. SESSION

2:00 - 3:00 - Setting & Discussing objectives for the session.

3:00 - 5:30 Program: Report and Analysis

Scholarship Program - Who are scholarship recipients? What problems do we face? Is the selection criteria still valid and relevant? What is the future of the program?

How can staff feed into Scholarships -

Joyce Richardson

6:00 - 7:30 SUPPER

7:30 - 9:30 Program: Report & Analysis

"Training For Educational Change"

How SEDFRE influences educational policy and assists in developing educational systems that respond to community needs. Issues for discussion are:

1. Training black school board officials
2. Parent-Teacher Encounters.
3. Training black legislators, city, county, and state officials on educational issues and resources, e.g. the unsuccessful state conference in New Jersey.

(4). School Desegregation

(5). ADULT EDUCATION

TUESDAY

8:00 - 9:00 a.m. BREAKFAST

9:00 - 12: 0 Program: "Training in Cooperative Development"

Analysis of SEDFRE's relationship to CENDEVCO and FOSC. How can we develop effective training programs for producers, consumer, and housing cooperatives?

Edward L. Cole
Andres Flores
Spiver Gordon

12:30 - 2:00 LUNCH

Tuesday Cont'd

2:00 - 4:00 Program: "Training for Community Participation"
The attempt to involve citizens will continue in politics, housing, health services via policy making bodies, community corporations and public offices. How can SEDFRE contribute. The Englewood project is a case study.
Shirley Lacy

(Knowing Your Community)

4:00 - 6:00 Contracts
Is SEDFRE becoming a contract organization? How do we set priority on contracts? What can we expect in the next year? What is each staff members responsibility? How we develop skills in contract negotiation?
Ronnie Moore
Frank Lugovina

6:00 - 7:30 SUPPER

7:30 - 8:45 Program: "Training & Technical Assistance for Newly Elected Officials"
Training for effective public leadership is a growing need. Fayette, Mississippi is a case for study. Emphasis will be placed on problems Black officials face in running a city.
Ronnie Moore

8:45 - 10:00 Program: "Working with NTL and Other Training Groups"
What problems do we have in working with other training groups or trainers? What are the problems? How do we collaborate? Do we differ greatly in philosophy, credibility and approach?
Robert Jackson
Henry Smith
(Observer participant - Preston Wilcox)

WEDNESDAY

8:00 - 9:00 BREAKFAST

9:00 - 12:30 Resource Materials Development
What materials do we need as SEDFRE staff associates, e.g. training guides, discussion stimulators, etc.? What materials do our participants need e.g. manuals, case studies, etc.? How do we set priority on materials?
Resource Person: Preston Wilcox
Recorder: Susie Waldman

12:30 - 2:00 LUNCH

Wednesday Cont'd

2:00 - 6:00	Leadership Training 1. Changing organizations, institutions and systems through training. 2. Neutrality of trainers in the political process of training. 3. Radicalizing, neutralizing and sensitizing leaders. 4. New areas for leadership training. Preston Wilcox
6:00 - 7:30	DINNER
7:30 - 10:00	Gary Neighborhood Action Institute: "Analysis and New Direction" What was the original plan of NAI/ What have we done? What are we doing now? How can we intergrate NAI into SEDFRE's total program and direction. Robert Jackson

THURSDAY

8:00 - 9:00	BREAKFAST
9:00 - 10:45	Public Relations Gil Jonas
10:45 - 12:30	The Economical Side of Civil Rights Winston Lockett
12:30 - 1:30	LUNCH
1:30 - 3:30	Fund Raising and Budget Analysis Marvin Rich
3:30 - 6:00	Skills for Trainers Interviewing, Report Writing, Consultation, Research, Program Development. Ronnie Moore Shirley Lacy
6:00 - 7:30	DINNER
7:30 - 9:30	Program Development: Studying Program Possibilities For SEDFRE 1. Consumer participation in health services 2. Police-Community relations. 3. Review of memos from: S. Lacy, M. Rich 4. Training Trainers 5. Community Development Laboratory 6. More technical assistance to Black officials 7. Community Fellowship Program 8. Staff Development

FRIDAY

8:00 - 9:00 a.m.	BREAKFAST
9:00 - 12:30	SEDFRE: Reorganization & Program Expansion 1. Department of Training & Technical Assistance 2. Department of Research & Resource Materials 3. Scholarship Department 4. Program Developer Review of job descriptions. Suggestions from staff.
12:30 - 1:30	LUNCH
1:30 - 4:00	WRAP UP

/

TITLE:	GREEN COUNTY SEMINAR FOR BLACK PUBLIC OFFICIALS
SPONSORED BY:	Scholarship, Education & Defense Fund for Racial Equality, Inc. 164 Madison Avenue New York, New York 10016 (212) 532-8216
PARTICIPANTS:	School Board Members, County Commissioners and Community Activists from Greene County
PLACE:	Commissioners Court Room Green County Court House Eutaw, Alabama
DATE:	DECEMBER 16-18, 1969

****

GREENE COUNTY SEMINAR
FOR BLACK PUBLIC OFFICIALS
DECEMBER 16-18, 1969

OBJECTIVES

1. To examine the question of accountability as it relates to Black Elected Officials and the community.
2. To examine the relationship between the school Board and the County Commission.
3. To develop a general understanding of specific skills such as:
    - A. Parliamentary Procedure.
    - B. Negotiations.
    - C. Fiscal Responsibility.
4. To impart skills on the duties and functions of school board members and county officials with emphasis on creativity.

AGENDA

TUESDAY - DECEMBER 16, 1969:

7:00 - 7:30 P.M.	Introduction of SEDFRE Staff Explanation of training philosophy and training approach - S. Gordon Participants will form dyads and introduce themselves to one another. Group building using 2-4-6-8 technique. S. Lacy
7:30 - 7:40 P.M.	**Lecturette** Worlds- Yours and mine (expectations) B. Jackson
7:40-7:45 P.M.	Participants will divide into 3 sub-groups - Instructions by S. Gordon

7:45-8:30 P.M.	Sub-groups will discuss the following question: "Going back six (6) months ago, what did I hope the election of a majority of Black people to the School Board and County Commission might accomplish?" Participants will work as a group dealing with the above question as a Group Task. Each sub-group will select a recorder who will list feelings of entire group. Each sub-group will select 2 representatives to report back to the Total Community.
8:30 - 9:15 P.M.	"Fish Bowl" - Group Reports An extra chair will be provided for anyone wanting to join the "Fishbowl".
9:15 - 9:30 P.M.	Staff Input - Perceptions and Observations.
9:30-10:30	GUIDED GROUP DISCUSSION STATEMENT: You have listed your expectations of elected officials ... What, then, is your responsibility as a group to make these expectations real?
10:30 - 10:40 P. M.	Staff Input

WEDNESDAY - December 17, 1969

7:00- 7:45 P.M.	GENERAL SESSION - S. Gordon **GROUP TASK ASSIGNMENT** Entire group is to divide into 2 sub-groups. Each group will: A. Elect a Chairman. B. Use Parliamentary Procedure. C. List and discuss problems that usually stop progress at meetings. D. Select two (2) representatives.
7:45-8:30 P.M.	"FishBowl" - Reports by Representatives.
8:30-8:45 P.M.	Staff Input
8:45-9:15 P.M.	**NEGOTIATIONS EXERCISES** 1. Community leaders present demands to School Board Members.
9:15-9:25 P.M.	Feedback from Observance Group.
9:25-9:50 P.M.	2. Community Leaders present demands to County Commissioners.
9:50-10:15 P.M.	Feedback from Observance Group.
10:15-10:30 P.M.	Staff Input.

THURSDAY, DECEMBER 18, 1969

7:00-8:00 P.M.

TOTAL COMMUNITY -

15-minute presentation by each Resource person (5) with emphasis on relevant experiences and possible new approaches that may be tried by Black Elected Officials.

8:00-9:00 P.M.

FISCAL PROBLEMS AND RESPONSIBILITIES

Participants will divide into two groups to discuss the area closest to his community interest and needs. One group will deal mainly with fiscal matters related to school Board members; the other group will deal with fiscal matters related to County Commissioners.

Community leaders will select either of the two groups.

9:00-9:45 P.M.

TOTAL COMMUNITY

Guided Group discussion on what went on in 2 Work Shop Groups - Open Discussion.

9:45-10:30 P.M.

EVALUATION

Trainers will raise the following questions with participants:

1. Was the Workshop helpful? How?
2. What would you have liked that you did not get?
3. Should more Workshops of this type be held?
4. If so, what areas would you want to deal with?
5. Suggestions for time, dates, and format of future Workshops (Eves, All day, week-end, etc.)
6. Designation of a coordinator.

10:30-10:45

SUMMARIZATION

WRAP UP

To: Community Change Agent Program

Attached you will find a copy of the notes developed by the studio group considering the training needs of women. They are in rough draft form but may convey the concerns of our studio. The members of the group which met included:

Yvonne Cosden
Connie Leas
Matti Gershenfeld
Shirley McCune
Lola Klein
Bernard Clendenin

Also enclosed is the content of an article that seemed relevant.

WOMEN'S STUDIO

I. Societal Issues Which Are of Relevance

1. Equal Rights and Opportunities
2. Second Sex Status
   - --Opportunity to develop to potential
   - --Legal rights (abortion, property, change of name)
   - --Dirty work
3. Conflicts of Changing Life Styles
   - --Home-career -- more women are working
   - --Pressures of society
   - --Trend for joint decision-making
4. Male-female relationships
   - --Female as a sex object (advertising, beauty contests)
   - --Attitudes toward sexuality
   - --Differential values and expectations for men & women
5. Family Life
   - --Future life styles
   - --Needs of children
   - --Economic system

II. Psychological Problems To Be Considered in Training

1. Feeling secondary
2. Passivity
3. Defining self in terms of phony societal image
4. Defining self in terms of relationship with male
5. Dependency - independency needs
6. Self depreciation of personal worth
7. Powerlessness
8. Multiple role conflicts

III. Special Training Needs for Women

The following training program needs for women were identified.

Labs might be developed in any of these areas.

A. Human Potential-Personal Growth

1. Issues

   Awareness of Self

   a. Physically (Body awareness)
   b. Age
   c. Contact with the environment
   d. Relationship to parents
   e. Relationship to husband and children
   f. Male and female friendships

2. Possible Approaches

    1. Life Planning
    2. Sharpe's achievement - motivation for short term planning
    3. Decision-making exercises
    4. Sentiency workshop (Byrd, Goldman)

B. Community Action Training for Women

    1. Issues

        a. Motivations for involvement
        b. Lack of knowledge of power structure
        c. Location of interests and "hurts"
        d. Need for self-confidence
        e. Community organization skills
        f. Commitment and building reinforcement systems

C. Organizational Development for Women

    1. Issues

        a. Administrative role
        b. Role conflict for Women

            --Male - female relationships
            --Control, aggression

        c. Effectiveness of women's groups

D. Widening Horizons

    1. Issues

        a. Gaining personal knowledge and skills
        b. Search for alternatives

            --personal
            --activities
            --possibilities for growth

E. Re-Entry Into Job Market

    1. Issues

        a. Jobs or voluntary service
        b. Participation in community
        c. Personal fulfillment
        d. Re-training needs
        e. Training opportunities

F. Heterogeneity of Women

  1. Issues

    a. Socioeconomic

      --differences in life style
      --band of communications
      --areas of commonality
      --areas of difference

    b. Chronological

      --communication gap
      --life styles at different ages
      --common concerns

G. Women's Rights

  1. Issues

    a. Equal opportunity
    b. Equal pay
    c. Equal promotion
    d. Day care for children
    e. Meaningful work
    f. Maternity policies
    g. Income tax (maid, baby-sitter)
    h. Family planning (Sex education, birth control, double standard)
    i. Educational opportunities
    j. Feminine role expectations
    k. Women as second sex

H. Marriage
  1. Issues

    a. Merging and emerging life styles
    b. Shared decision-making
    c. Problem solving
    d. Continuation of marriage
    e. Multiple role conflicts
    f. Marriage contract
    g. Freedom and authority relations
    h. Dependency - independency
    i. Security

I. Mother-Daughter Lab
  1. Issues

    a. Sex role
    b. Authority
    c. Competition
    d. Changing family patterns
    e. Values
    f. Intergenerational conflict
    g. Person vs role
    h. Stress situation

J. Counseling for Young Women (High School and College)

1. Issues

a. Sex roles and role models
b. Future planning - career and/or marriage
c. Affiliations
d. Competion with boys - feminine role
e. Vocational choices
f. Attitudes and values
g. Male-female relationships
h. Authority issues

K. Single Parents

1. Issues

a. Personal awareness
b. Support systems (e.g. Parents Without Partners, church groups, etc.)
c. Multiple role demands
d. Planning for future
e. Financial planning
f. Sexual gratification
g. Economic issues

L. Women's Financial Planning

1. Issues

a. Economic security needs
b. Earning capacity
c. Financial planning & management
d. Maximum use of resources

Taken From: August 1, 1969 FORBES MAGAZINE

AS I SEE IT

Richard E. Farson

As a full-time practicing woman, I'm not aware of discrimination so severe it could produce violence. What are you worried about?

> FARSON: Women do the menial work of our society. Thirty-one percent of those who work are secretaries or clerks; 15% are waitresses or domestics; 14% are factory workers; only 13% are in the professions, and most of them are in such "woman's work" as school teaching and nursing. Sixty percent of all women with bachelor's degrees are housewives. Only two percent of those earning over $10,000 a year are women. In 1969 you'll find some blacks among the managers and executives, but almost no women.

Women seem to have been satisfied with these secondary roles in business for a long time. I think it's because in what they care most about--being women--they're loved and indulged; they don't want to be leaders; and in entertainment, for example, many women earn more than men.

> FARSON: Those are just the comments we used to hear about blacks, before we started calling them blacks. Besides, I'm not saying women _feel_ oppressed; they _are_ oppressed. People don't feel oppressed until they have a vision of something better. Revolutions come when reforms are in motion--as now with blacks and students.

What form will the rebellion initially take? Will women boycott Revlon?

> FARSON: I think massive boycotting of a particular cosmetic, or all cosmetics, is quite plausible to expect. Or a boycotting of fashion. Of course demonstrations have already begun: Young women have demonstrated against bridal fairs, against the Miss America contest, and against _Playboy_.

What has stirred up the women at this point in history?

> FARSON: A new participative mood is brewing. People want to contribute up to the level of their actual abilities, not just what's dictated by their traditional social roles. One by one, each of the groups denied full participation is demanding equality of opportunity. A number of new militant organizations are fighting for the liberation of women: Betty Friedan's National Organization for Women, Women's Liberation groups on many campuses.

Most women seem to ignore the organized efforts to improve their lot.

> FARSON: Revolutions always come as the result of the work of a very small minority of the people affected, as with the blacks and students. Women are quite willing to organize for somebody else, but not for themselves. This is essentially from self-hate: They don't think women are worth it, which is a result of the fact women are so demeaned in our society. Anyway, the rebellion is not only going to be women against men, it's going to be women against everyone who holds women back--including women, who discriminate even worse against women than men do. I think we'll call the Uncle Toms of the women's revolution "Doris Days."

But why do you think it will be a violent revolution? Violence isn't a woman's tactic; guile is, or tact, or affection. For example, women's drive for the vote wasn't all that violent.

> FARSON: In England it was violent. There were bomb-throwings, it was murderous. There is a great reservoir of rage in women--just under the surface. As things get worse, this could well turn into violence. If they succeed nonviolently in getting equal rights, there will be no violence now. There doesn't have to be a violent revolution if we recognize the problem early enough and make the changes bloodlessly. But look at our recent past: There was a lot of agreement that discrimination against blacks exists, but there still was no action. There was some agreement that students should have a larger role in decisions that affect them, but still no action until after a real confrontation. With women it's much worse, because the whole idea of a woman's rebellion is laughable to most people. So I think frustrations will continue to build up until an explosion comes.

What do women want?

> FARSON: Freedom from having to choose between marriage and a career. They may want both, simultaneously. They don't want dominance over men. They want access to leadership positions and equal opportunity and equal pay for jobs held by men.

The business world has some unattractively hard women executives already; you'd wish us more?

> FARSON: I don't mean women have to leave behind the womanly roles we value--her nurturing, aesthetic, emotional, intuitive qualities. I mean we should expand the dimensions of what it means to be a person and a woman at the same time, including the right to exercise leadership and judgment, the right to achieve.

Is lack of sexual fulfillment often mixed up in these strivings of women you talk about?

> FARSON: That's a terrible putdown of the woman. It makes no more sense to say that what a woman needs is a good toss in the hay than it does to say that about a man. That's not to say both don't need that. But it's an incredibly demeaning comment.

A woman is fulfilled in her role as a wife and mother. It just isn't as important to her that she become, say, president of General Motors.

> FARSON: A lot of women don't want to be wives and mothers. But that's not the point. As it now stands, the only way most women can gain self-esteem is by getting her man and raising a family. We think there's something wrong with women who don't do that. Women are trapped in that role. It isn't of central importance to most men, either, to become president of General Motors. The difference is that the women who would like to president of GM are not going to have a chance; the men are.

You seem implicitly to be denying women's biological heritage.

> FARSON: Not at all. Women are biologically suited for motherhood. But that's not the only thing they're suited for. Men, obviously, are suited for fatherhood. And men want to be fathers as much as women want to be mothers. But that's not the only thing we let men be. Why do you think 28 million women are working, if they want to be mothers so badly?

Child-rearing has been woman's historic role; you seem also to be denying the theory of natural selection.

> FARSON: Quite the contrary. Women have always been the real industrialists. Man has been the hunter, but woman has been the producer, organizer, craftsman. Woman's historical role is not simply child-rearing.

How can a woman work up to a top position when she takes time out to be a mother, while men are devoting all their time to their careers?

> FARSON: We think it's essential for the mother to be with the children, but not the father. That's ridiculous. We let a father feel it's okay for him to be away from his children, but we make a mother feel guilty about it. We need to redress that balance.

How?

FARSON: By redesigning the work format, which is now suited only for men, though a third of the work force is female. The male concept of leaving your home for all of the daylight hours just doesn't work for women. There's no reason we have to operate our industries from 9 to 5. And I visualize work centers that include child-care units, recreational facilities, even residences. We must design a format that will let women work, become pregnant, and bring their babies to work or other places for care. Without penalties.

You see the revolution affecting primarily jobs?

FARSON: This revolution is not just in terms of jobs, but that's what everybody thinks of first. Family patterns also will change, which in turn will change the basis of appealing to consumers.

How?

FARSON: There will have to be other models than the nuclear family--two adults and their minor children, the Saturday Evening Post cover family. It went out of business, too. I think some 70% of Americans don't live in nuclear families, yet it's our model. Our concept of housing is an individual home, with a yard for children, separated by a few feet from the next house. This concept doesn't work very well, even for nuclear families, and not at all for the people outside such families. I think we'll turn to mass-produced housing partly designed by the people living in it: things they will build out of components themselves; self-determined housing.

So much selling is pitched at women in their traditional roles. How will this appeal change?

FARSON: We'll need an entirely different consumer psychology for women. Current advertising techniques exploit women's image by trying to sell them products for the hope chest, marriage and the home, products to make them more attractive to men. Building an advertising campaign on that framework will become as insulting as mounting a campaign in 1969 to sell watermelons to blacks. If I were in the foundation-garment business now, I'd want to get into female executive placement instead.

Television, of course, entirely reflects the traditional view of woman.

> FARSON: There's an invisible woman on television. We rarely see one who has leadership, power, an excitement about her that is not connected with family life or with a seductive, cosmetic style. They're not the limit of women any more than Stepin Fetchit was the limit for blacks.

Can we head off the revolution?

> FARSON: We can find ways of making women leaders. In a hospital, appoint them chief of staff or administrator, not just nurse or doctor. In an orchestra, name them conductor, not just harpist. In a university, not just women's dean, but president. In business, not executive assistant, but executive.

Do you anticipate backlash?

> FARSON: That's what I worry about most. I think the first reaction, which we're seeing now, will be to dismiss it as laughable. Then, as women use both violence and nonviolence in potent forms, I think we'll see a stunned society for a time. I'd expect strong, though perhaps not well organized, resistance to preserve certain male bastions like management and clubs.

In the long term, are you optimistic or pessimistic?

> FARSON: I'm just afraid it's still too early to recognize the problem and already too late to avoid it. The locus of the women's problem is identical to the locus of the Negro problem: it is we who are the problem. But in the long run, I think there could be a magnificent outcome: The new woman who may emerge may in the process liberate man, too.

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JOHN W. GADSON, SR.
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CONDENSATION OF SIX-MONTH PROPOSAL

Penn Community Services, Inc., has requested a grant from the Ford Foundation (not yet approved) to conduct a four to six month program of planning and coordination with other agencies working for social change in the South.

The program is designed to establish working relationships with a number of other agencies and organizations and to foster a consciousness of the need for a long-range strategy for change in the South. It should result in the planning and establishment of a program which will be part of a team-thrust, designed to increase effectiveness by coordinating efforts, eliminating over-lapping and making the most efficient use of the resources available.

There will be three phases in the six-month program: contact, agency coordination, and program building.

During the first phase, contact will be made with a number of other agencies and organizations. Examples of the organizations include:

American Civil Liberties Union
Denominational Social Action Programs
Federation of Southern Cooperatives
Multi-Purpose Training Center
National Association for the Advancement of Colored People
National Sharecroppers Fund
National Welfare Rights Organization
Office of Economic Opportunity (through regional office)
Rural Housing Alliance
Rural Income Development Program
South Carolina Community Relations Program
Southern Christian Leadership Conference
Southern Regional Council
State Councils on Human Relations
Scholarship Education and Defense Fund for Racial Equality (SEDFRE)
Student Organizations in Colleges and Universities
Teachers' Organizations
United Negro Women's Organization
United States Research and Development Program
Voter Education Projects
Unions

After initial contact has been established, several weeks will be spent visiting these agencies to try and gain an in-depth understanding of their program goals and to examine options for viable linking.

By the end of the "contact phase" we should have a clear idea as to which agencies and organizations will continue to participate in the planning process.

During the second phase, initial emphasis will be placed upon integration of the insight gleaned during the previous phase. Penn staff members along with other organizations will put together a tentative statement charting the alternative relationships among agencies. This will be presented to all agencies involved as a starting point for inter-agency meetings.

There will be a large meeting of all related agencies with the goal of moving from the more general, tentative statement to a more specific and mutually accepted statement of relationship.

This will be followed by an extended period of small, intensive conferences involving Penn and other agencies. These conferences will be designed to plan curricula to meet the training needs of the agencies involved. The curriculum outline should include details of recruitment, the content of training, placement after training, the time and place of training, follow-up, and specific agency responsibilities, including financing.

During the final period, Penn, with consultation, will work out alternative avenues that could be followed to combine individual curricula into cohesive training sessions. The advantages of combined sessions are numerous, reflected in the quality of training, economy, agency coordination, professional growth of staff, and a built-in system of checks and balances. Finally a proposal will be presented to foundations for review and approval.

Then will come the task of "gearing-up". Staff will have to be located, interviewed, hired, and oriented to the program; materials have to be identified and ordered. Some equipment should be purchased; some agencies will begin recruitment; agency staff members with a role in the early training process should participate in joint sensitivity training, clarify final details, and prepare specific contributions.

12/69

Clement

TRAINING, RESEARCH AND DEVELOPMENT, INC.
918 TENTH STREET, NORTHWEST
WASHINGTON, D. C. 20001

SELECTED CONCEPTS AND SUBSTANTIVE ELEMENTS RELATED TO THE NEW CAREERS TRAINING MODEL

The concepts and substantive elements listed below represent those underlying the NEW CAREERS Training Model on which core group process and its related curriculum are based. Sources used to derive these concepts mainly are those developed over the past few years by the Institute for Youth Studies, Howard University and the NEW CAREERS Training Program, Howard University/D. C. Department of Public Health, Area B Community Mental Health Center.

The listing of concepts and substantive elements has as its central aim the belief that there are common ideas about people and their specific and general environments which must be built into and reinforced in any learning situation to achieve NEW CAREERS stated outcomes. These common ideas include: (1) recognition of the dignity of the individual; (2) his right to self-determination; (3) maximize the opportunity for further development and learning; (4) the experimental basis of learning; (5) and the futility of verbal procedures as a substitute for the personal experiences of the individual.

As concepts become increasingly refined, and understood by both the trainer and the trainee, the supportive substantive elements also become clearer and easier to apply to the learning process. No attempt has been made to arrange the following list in sequential order. The NEW CAREERS Program is a system composed of many complementary parts which interact with each other and which cannot be isolated from each other.

I. CONCEPT: Success in conducting a NEW CAREERS Training Program depends on firm commitments from human service agencies for employment and career mobility for trainees.

Substantive Elements:

(a) Training should start only when firm commitments for jobs have been received from the employing agency.

(b) Prior to training, the employing agency should have a comprehensive job description for each potential position as a base for core, remediation and OJT curriculum development.

(c) Prior to training, the employing agency should have determined realistic career mobility for aides through at least two (2) additional steps with concomitant job descriptions and agency requirements for promotion.

(d) Prior to program initiation, there should be a general orientation to the NEW CAREERS Program for all employing agency staff and trainees.

II. CONCEPT: The optimum NEW CAREERS Training Model is experience-based from which flows a series of "core" pregressions: a core in generic human services: a core in a specific human service and the specific skill and OJT core.

Substantive Elements:

(a) The core of generic human services must stem from the life and job experiences of the trainees.

(b) The total training program should support and underline the responsibilities of the trainees to raise issues and problems as they arise.

(c) All succeeding cores are built on the basic core, detailing specific elements in each human service area and specific occupational area.

(d) The experiences of the trainees, prior to and during the training period, are incorporated into the content of the progressions of cores.

(e) The NEW CAREERS Training Program must move from simple to complex elements.

(f) Opportunity is for experiencing success, through incremental steps of difficulty, cannot be provided.

(g) Trainees are better able to learn generalized principles when they are linked to their own concrete experience and/or observation.

III. CONCEPT: The NEW CAREERS Training Model attempts to "screen and keep people in" rather than out of training.

Substantive Elements:

(a) Remediation should be based on the functional needs of the trainee as derived from the job situation.

(b) Remediation should prepare the trainee to take and pass appropriate tests or examinations and obtain the necessary credentials leading to further education and/or career mobility.

(c) Supportive services (medical, dental, legal, day care, etc.) should be provided trainees to help them maintain continuity of training.

(d) Employing agencies must plan for in-service education for aides beyond entry training.

(e) On-going formal education and training for career mobility of human service aides should be incorporated into the normal work week, such as through release time or work-study programs.

(f) The NEW CAREERS Training Program must accept and build upon the life style of the New Careerist for maximum development of his potential.

(g) The trainee must be helped to become aware of the unique role he plays and the contribution he makes to the training program and agency.

(h) Professional staff involved in NEW CAREERS Training Programs must believe in the value of human service aides and transmit this belief to the trainees in the program.

(i) Trainees in NEW CAREERS must be adequately compensated during the training program.

IV. CONCEPT: The NEW CAREERS Training Model will be most successful when agencies and agency professional personnel restructure their own specific functions and services along with those of New Careerists, involving both the professional and the HSA in the process.

Substantive Elements:

(a) Training of skill and OJT professional supervisors should parallel that of the trainees and relate to the specific program in which both are involved.

(b) Job development and job description in employing agencies should be developed based on the optimum utilization of professionals and aides.

(c) At the same time training curriculum must be revised and updated to support the ongoing process of job development.

(d) The possibilities of improving services are greater when the responsibilities of the HSA and the professional compliment and supplement one another.

V. CONCEPT: The NEW CAREERS Training Model emphasizes individual participation in meaningful and challenging activity in all its elements.

Substantive Elements:

(a) Trainers -- core, skill, OJT, remediation -- must see the trainee as able to make decisions and act responsibly consistant with his own interests and needs.

(b) The core group provides a medium for the development of human relation skills and their integration with technical skills and OJT experience.

VI. CONCEPT: The NEW CAREERS Training Model provides a new way to help people bridge the gap between lack of credentials in a human service occupation and job entry with potential career mobility.

Substantive Elements:

(a) The NEW CAREERS process enables the trainee to gain insights into his capacities as well as his deficiencies as he has the opportunity to test skills and perform tasks.

(b) The community needs to be familiarized with NEW CAREERS concepts and programs - i.e., professional groups, business groups, colleges and universities, community action groups, etc.

(c) Linkage with local junior colleges, colleges and universities should be established to provide for continuing education for human service aides.

VII. CONCEPT: NEW CAREERS training programs for human service aides are inseparable from the job situation.

Substantive Elements:

(a) Immediate involvement of the trainee in meaningful job-centered experience is critical for overall success.

(b) Specialty and OJT experience should provide the basis for curriculum in remediation and the springboard for core group discussion.

(c) The optimum training vehicle for NEW CAREERS is an informal, small group.

VIII. CONCEPT: Entry training is just that amount of training which can best and most feasibly prepare the trainee to responsibly assume the duties of a HSA in the shortest amount of time.

Substantive Elements:

(a) The trainee should be scheduled to function in a service-providing capacity as quickly as possible.

(b) The training program must include those necessary skills as early in training as possible to allow the trainee to assume this service function.

(c) Prior to training, the job description for the entry job should contain enough detail to reasonably estimate the length of training and responsible involvement of the trainee.

IX. CONCEPT: The employing agency must be deeply involved in all phases of planning and implementation of NEW CAREERS Training Program

Substantive Element:

(a) Expectations and regulations pertaining to the training program and employing agency must be clearly defined to all participants at the beginning of the NEW CAREERS Training Program.

****

Attachment "A"

GRANTS FOR STRENGTHENING CITIZEN PARTICIPATION IN MODEL NEIGHBORHOODS

I. PURPOSE AND OBJECTIVES:

A. The purpose of these grants is to build the capacity of Model Cities residents to respond knowledgeably and effectively to the requirements of the Model Cities Program by establishing responsible neighborhood organizations so that they can assess their problems and can work effectively with city government and other local institutions in the planning, execution and evaluation of programs.

B. The Model Cities Administration and OEO will join in this as part of an effort to build effective and coordinated community participation and to make available technical assistance to Model Neighborhood groups in both first and second round cities.

C. OEO and HUD will be particularly interested in how communities intend to reach maximum integration of organizations and function by CAA's and CDA's and how they plan to move toward the eventual consolidation of resident participation organizations covering the Model Neighborhood area.

II. SELECTION CRITERIA:

A. CAA/CDA Relationships--First priority will be given to cities where the CAA and CDA have demonstrated or will demonstrate a willingness to work effectively with each other in solving the problems of the Model Neighborhood and where their proposal will materially improve CAA/CDA relationships. (See HUD/OEO Agreement - Enclosure B).

Involve both CDA & CAA Bds.

B. There must be clear evidence that there is, in the communities selected, support and approval on the part of the recognized citizen structures, the executive, the CDA, and the CAA.

C. CDA Commitment--Must be evidenced by a willingness to invest some of its funds for this project. CDA's are expected to set aside an appropriate amount of planning or model cities supplemental funds but are not required to match OEO's grant to each city.

M.C. has to kick in.

III. PROCEDURE AND REQUIREMENTS:

A. OEO and HUD funds will be transmitted through the CAA's and CDA's respectively by grant and contract instruments that will clearly state the objective and purposes here described.

B. Applications will be developed by representatives of accountable neighborhood groups with assistance from CAA, CDA, consultants, and relevant Federal staff.

C. Federal funds allocated under this project for local programs shall be to the maximum extent feasible controlled by and, where appropriate, administered by representative, accountable neighborhood groups.

1. Control means authority to make decisions about scope, content and method of programs, as well as about hiring and firing of neighborhood staff funded under these CAA/CDA grants and contracts.

2. All activities undertaken under these programs shall conform to the work program contained in the application submitted for a grant and approved by HUD or OEO.

3. Where the neighborhood group is an accountable non-profit corporation, it should administer grants and contract funds subject to Federal accounting and auditing procedures.

4. Where the group is not incorporated, funds should be administered by a local non-profit corporation and/or public agency acceptable to neighborhood groups. In such cases there must be a clear memorandum of understanding between the neighborhood groups and the "helper" corporation.

D. Funds allocated to neighborhood groups under these grants and contracts may be used to provide Planning, and Training and Technical Assistance services to assist neighborhood residents including, but not limited to the following:

1. Full-time staff for neighborhood groups to jointly plan and develop services under these programs.

2. Formal training programs for neighborhood resident groups and staff.

3. Collection and dissemination of revelant information about Model Cities and related programs to neighborhood residents.

4. Retaining consultants, (lawyers, community organizers, planners, programmatic specialists, etc.) to advise on substantive programs and planning.

5. To develop and carry out citizen evaluation of the Model Cities planning and implementation process by neighborhood groups.

6. A portion of grant funds may be used by neighborhood groups to contract directly with organizations of their own choosing which are regularly engaged in providing Training and Technical Assistance.

7. A portion of grant funds may be used for the purposes of assisting a CAA or model neighborhood organization to improve their understanding of planning, and particularly the model cities planning process, to view their own participation in model cities activities in the broad perspective of their needs, goals and objectives, and to prepare effective reports and proposals as part of their participation in model cities planning. It is recognized that in some cases this may be most effectively accomplished by hiring staff planning specialist to assist them.

E. It is important that the technical assistance to resident groups be an integral part of the Model Cities planning process. These funds are not intended to establish a separate staff that functions in isolation and apart from those agencies engaged in the planning process.

F. Applications should place heavy emphasis on the development and appropriate use of para-professional trainers indigenous to the target area. These trainers should be drawn from among unemployed or underemployed heads of households.

G. Application must include a thorough description of the process employed in developing the application. Description of the process must include: who was involved, under what circumstances, and for what length of time. The description must also include full explanations of the problems and disagreements encountered in developing the application.

H. Grant applications must also indicate the specific CAA and CDA personnel responsible for monitoring and administering the T & TA and planning programs.

I. Grant applications should also indicate what contractual arrangements will exist between the CAA, CDA and neighborhood groups.

IV. STEPS REQUIRED FOR FUNDING:

Proposals must be submitted to the Regional Office of OEO no later than April 30, 1969. The following steps are required for funding:

1. After receipt of this correspondence, the city's chief executive and the CAA Board should concur in the feasibility of submitting a proposal and follow-up accordingly with the staff directors of their local agencies.
2. When resident groups concur with the city in a plan for joint development of such a proposal, the Regional Offices of HUD and OEO should be notified in writing. Such notification should briefly cite the conditions which make the proposal possible. If there are serious obstacles to overcome in developing such a proposal, these should be noted along with any request for special regional assistance from either OEO or HUD in connection with the proposal.
3. A general orientation on the process involved in preparing an application for CAA and CDA staffs and neighborhood residents will be held on April 2, 1969 at the Office of Economic Opportunity, 623 South Wabash Avenue, Chicago, Illinois for those cities interested in attending. If time and resources allow, additional assistance will be provided to cities on an individual basis.

4. The application, upon completion, should be sent to the Regional Office of OEO (Attention: Bob Revard, Model Cities Specialist) to be jointly reviewed by OEO and HUD. Cities will be notified on or about June 1, 1969 of selection and amount of their grant.

5. MCA leadmen concur in the city's use of supplemental or planning funds. There are no additional planning funds for this purpose and there is no plan to allocate extra supplemental funds.

6. T & TA/PDP offices of OEO release funds and proposals funded in Regional Offices on or about June 1, 1969.

Attachment "B"

PROCESS FOR ASSURING THAT MODEL CITIES CAN COORDINATE ALL OEO ASSISTED PROGRAMS THAT AFFECT MODEL NEIGHBORHOODS

Background:

The Secretary of Housing and Urban Development is authorized to make grants to, and to contract with, city demonstration agencies only if he has determined that there exists--

1. "administrative machinery through which coordination of all related planning of local agencies can be achieved."

2. "evidence that necessary cooperation of local agencies engaged in related local planning can be obtained."

3. "administrative machinery... at the local level for carrying out the program on a consolidated and coordinated basis..."

Agreement:

1) HUD and OEO will urge local government to exercise its right to appoint one-third of CAA board seats (including appointment of members of CDA policy board) and play an active role in CAA affairs.

2) HUD and OEO will urge CAA's and CDA's to:

(a) achieve common policy board membership;

(b) exchange staff representatives at staff meetings; and

(c) exchange representatives in their respective neighborhood and citizen participation organizations.

3) HUD and OEO will urge CAA's and CDA's to plan and move toward the eventual consolidation of resident participation organizations covering the model neighborhood area.

4) Every CAA will fully and candidly; and at the earliest possible time, involve the CDA in planning any project or activity which may materially affect residents of the model neighborhood, providing copies of all descriptive materials as early as possible. The CDA shall also keep the CAA fully informed of its program developments in areas that pertain to ongoing CAA programs or are related to such programs. Where both are developing programs that might be duplicatory or in conflict, they will be expected to plan together. In the case of direct OEO funded projects and activities, OEO will insure consistency with Model Cities planning by involving the CDA as soon as the proposal comes to OEO's attention and by developing the project or activity in close cooperation with the CDA.

5) Whenever local government, the CDA and/or the CDA citizen participation structure questions the consistency of an OEO funded proposal with Model Cities planning, the boards of the sponsoring local agencies will attempt to resolve the issue. If that is not successful, regional HUD and OEO representatives will seek to conciliate local differences.

6) If such conciliation efforts fail and local government still does not certify that the OEO funded proposal is consistent with Model Cities planning, the issue will be referred to the regional offices of the concerned Federal agencies. If the issue is not resolved at the regional level, it will be forwarded to Washington for resolution. A major consideration in the resolution of any issue will be the degree to which there was full and early involvement of concerned local agencies in the development of the proposal at issue.

7) As part of the Model Cities review process, whenever the CAA has a major issue with an aspect of the Model Cities plan which is materially related to an on-going CAA program, the Boards of the two agencies will attempt to resolve the issue. If that is not successful, regional HUD and OEO representatives will seek to conciliate local differences.

8) NSP projects and activities shall be developed as part of the Model Cities planning process and applications for funding of such projects and activities by OEO or other funding agencies shall be made through the Model Cities' planning process.

UNITY HOUSE

"AN INTERRELATION OF PARTS SUCH AS TO PROMOTE A SINGLENESS OF EFFECT"

WILLIAM D. WRIGHT
DIRECTOR

1015 NORTH CAROLINA AVENUE, S.E.
WASHINGTON, D. C. 20003
(202) 547-5502

November 17, 1969

Mr. Robert Jackson
1700 Adams Street
Gary, Indiana 40407

Dear Mr. Jackson:

The enclosed *Statement of Purpose* describes our effort to coordinate a major thrust aimed at making television a means of communication relevant to all aspects of Black life.

All organizations working for the cause of Black freedom would benefit by having a local television station as a forum for presenting programs and needs of the Black community. Involvement in this effort could facilitate your work in other community organization areas. Insufficient communication between groups and individuals working in related areas is one of our major problems.

We look forward to an early response.

Peace and Power,

Absalom Jordan

Absalom Jordan
National Chairman
BEST

BEST CHAPTERS:

- *Absolom Jordan, District of Columbia*
- *Roy Thompson, Boston, Massachusetts*
- *Emile Jones, New York, New York*
- *Charles Green, Los Angeles, California*
- *Anna Langford, Chicago, Illinois*
- *Gus Henningburg, Newark, New Jersey*
- *Walter Palmer, Philadelphia, Pennsylvania*

STATEMENT OF PURPOSE

THE LAW ABOUT TELEVISION

> *"It is the purpose of this act ... to provide for the use of such channels, but not the ownership thereof by persons for limited periods of time, under licensees granted by Federal Authority."*
>
> Section 301; Communication act of 1934

> *"The [Federal Communication] Commission shall determine, in the case of each application filed with it ... whether the public interest, convenience, and necessity will be served ..."*
>
> Section 309; Communication act of 1934

> *"The principle ingredient of the licensee's obligation to operate his station in the public interest is the diligent, positive, and continuing effort by the licenssee to discover and fulfill the tastes, needs, and desires of his community.*
>
> Report and Statement of Policy Re:
> Commission En Banc Programming Inquiry
> FCC 60-970, July 29, 1960

> *"We [the FCC] believe that the widest possible dissemination of information from diverse and antagonistic sources is in the public interest ..."*
>
> FCC in WHDH Case, January 22, 1969

This is the law and now we want a little Law and Order. Black culture and aspirations, by law and justice, deserve access to the media and we plan to make this a reality. We are tired of seeing Blacks as 20th Century minstrals who are given time on TV only if they appear like white men. To quote our National Chairman, Absolom Jordan before the Senate Commerce Committee, "Instead of the Lone Ranger and Tonto, we have *I Spy*. Instead of Amos n' Andy, we now have *Julia*. Television has simply updated the vicious racism endemic in American Life.

Furthermore of the 863 television stations in this country, not one is Black owned - not one is Black managed. As we will say at upcoming hearings, if they are held, in the Senate on the Pastore Bill: "The media is 100% white owned and operated. Its policy makers and government regulators are 100% white; even its employees are 95% white; and therefore its views and opinions are white."

Groups across the country are challenging the corporate conglomerates to serve the community interest. In Jackson, Mississippi, in New York City, in Boston, in Washington, D.C., and elsewhere Black or integrated groups from the community have presented challenges saying that the stations have not served "the tastes, needs, and desires of the community" and should not have a public license to make their enormous profits. In some cases community groups have stepped forward with the needed skills, financial support, and alternative programs truly grounded in the needs and interests of the community. They argue that they should be given the public license to run the station.

The broadcasters, who are making fantastic profits off the public airwaves, have reacted to the public demand for better programming, with their characteristic heavy-handed moves. In a straight power grab, they ran to the Hill for restrictive legislation to end competition. A bill virtually written by the Broadcast lobby - the National Association of Broadcasters - was quickly introduced by many pliable Senators and Representatives.

BEST was formed to answer the threat to community participation. The broadcasters' bill, called the "Pastore Bill," would take away the right of license challengers and virtually give licenses permanently to the present all-white and, in many cases, unresponsive broadcasters. BEST shot off letters to Senators and has generally been raising the issue that the Pastore Bill would maintain racism and cut off community participation. Our efforts have been credited by the broadcasters for delaying and possibly killing this bill. (The NAB's house organ *Broadcasting* stated: "Reports ... are that ardor for the Pastore Bill has been dampened by opposition from militant minorities." P. 108, Oct. 20, 1969.) Though we are continuing our efforts against the Pastore Bill, we consider this merely defensive action to maintain citizen rights.

Now we are expanding to become an aggressive positive force for education of the public, a center for articulation of Black needs in the media, and a support center for citizen participation in challenges. We have begun our offensive against Nixon's appointments to the FCC. In Senate hearings we questioned their experience in making judgements that effect the Black community and recommended the appointment of a Black FCC Commissioner. Our national chairman will be on television in Washington after demanding equal time (free) to advocate support of the Black Community's givers fund.

The FCC has proposed a strong anti-discrimination in hiring rule. It requires continuing programs to root out discrimination and encourages training programs. We have supported this rule. We will continue our scrutiny of the industry to guarantee that they carry it out; and should they fail, we will be there at license renewal time to call them to task.

We now are developing a Communication Center Clearinghouse to consolidate nationwide efforts for meaningful TV. From our national headquarters in Washington we are in a strategic position to focus pressure on Congress and the FCC. From our local chapters in Washington, D.C., Philadelphia, New York, Newark, Los Angeles, Boston, and San Francisco we have nationwide coverage and grass root forces in touch with many communities.

What we need now is your support of our efforts for meaningful TV. First join us in an educational effort to build an aware constituancy who knows the the airwaves are public property and who are ready to work for community television. Second, discuss with us and coordinate through our offices your plans for the media. Finally, support us with funds. Our plans cost money. This major offensive can change television to serve the aspirations of Black people and in fact to serve all people, but we need your support to get the word out and the people together.

* * * *

A New Program To Assist Newly Elected Negro Officials

* * *

Scholarship, Education and Defense Fund
For Racial Equality

The Scholarship, Education and Defense Fund for Racial Equality was established in 1962 to provide a number of basic, yet previously neglected, services to the civil rights movement. Chief among our programs is Leadership Training: Bringing the skills and knowledge of broad national experience to widely scattered unaffiliated local groups rapidly and effectively. SEDF also makes college opportunities available to young people who have demonstrated exceptional character, a capacity for community leadership and a serious commitment to the civil rights movement. In addition, SEDF provides training in citizenship skills to new voters and their organizations, legal counsel to community organizations upholding the rights of the poor, and a variety of other practical services essential to progress toward meaningful equality.

Contributions to the Scholarship, Education and Defense Fund for Racial Equality are tax deductible.

Technical Assistance Program for Newly Elected Negro Officials

This booklet describes what is probably the most exciting new program sponsored by SEDFRE since it was organized in 1962. This program has been made possible by financial support from the Abelard Foundation, the Aaron E. Norman Fund, the Stern Family Fund, and the Wechsler-Forrest-Slater Foundation. Because the program will grow as to the need for it grows, additional funds will be required.

*

What does a Negro do if he wakes to find that he has been elected a state legislator or a school board member or a sheriff or justice of the peace? He will have much to learn of his new position. He will require expert assistance if he is to succeed. But who will provide the assistance?

SEDFRE has been providing such aid on a limited scale in recent years. It has, for example, run more than 100 workshops throughout the country for political activists and for newly elected public officials, and its efforts have met with demonstrable success.

But with the growing involvement of black Americans in politics, and with their rapid increase in public office, a more comprehensive and systematic program is obviously needed.

It is with this in mind that SEDFRE proposes to inaugurate a Technical Assistance Program for Newly Elected Public Officials. This program will have four major purposes:

- To develop the capacity of newly elected public officials to identify and interpret the real needs of their constituents.
- To teach them politically effective means of meeting these needs through administrative and legislative processes.
- To help them get the assistance necessary to make the fullest possible use of opportunities presented by their new offices.

- To develop self-confidence in their capacity to succeed in government.

It has been SEDFRE's experience that, by providing this kind of expert help, the effectiveness of community organizations has been enhanced and many newly elected officials have been enabled to perform their unfamiliar duties with high competence and, in some instances, with a distinction that has advanced the whole cause of equality of treatment and opportunity in their communities.

In its new program, SEDFRE will use, as it has in the past, a staff consisting of men and women who combine professional skills with an empathy for the people who are to be aided. The staff will consist of the following:

Co-ordinator of Technical Assistance: Political action and community organization experience are essential for this post. The director will visit working officials himself. He will define tasks to be accomplished and set priorities. He will also be responsible for securing additional personnel—consultant and volunteer experts—and resources for solving specific problems requiring more intensive technical assistance.

Public Relations and Public Affairs: A newly elected official may succeed in framing the best conceivable legislation to answer a need—and still fail to get his bill passed. The function of this staff member will be to develop skills in presentation, timing, persistence and persuasiveness, enabling the legislator to push through reforms which otherwise might fail of passage. This expertise requires a governmental and publicity background—someone capable of planning and carrying out a well-designed campaign to win private and public sympathy and support on a specific issue. (A campaign to secure rat-control legislation, for example, might call for a preliminary march on the city hall to demonstrate the need; a good bill, introduced by the new official in co-operation with several other councilmen; issuance of expert testimony by highly regarded doctors and state health officials; sympathetic editorials or letters to the editor in a prestigious newspaper, etc.) This staff member might also be assigned to develop appeals to other communities.

Legal Reference: One staff member should be a lawyer, highly trained in the techniques of legal research. His primary function will be to assist every official who needs legal advice of any sort. A second task will be the location of local sources of legal assistance, people on whom Negro officials can rely for guidance and counsel. In the event that only an insufficient number of such sources can be found, the SEDFRE legal advisor will be responsible for establishing some kind of regional arrangement to cover this need.

Economic and Social Research: Another staff member will be skilled in research (economics, sociology, public administration) with special emphasis on election analysis and voting trends. One visit from this field assistant could uncover the kind of information needed, and put the official in touch with local university or other resources for assistance in the future.

Educational Issues: Almost one-third of all black officials are members of Boards of Education. One staff member will be experienced and knowledgeable of public-school affairs. He will know the best resources and allies to turn to on all sorts of problems: administrative, financial, pedagogic, community-relations. He will be thoroughly familiar with Federal sources of assistance to the schools serving poor pupils. He will be able to bring to the school-board member, city or urban, north or south, a full range of ideas on how to improve schooling for youngsters whose interests have never before been personally represented on school boards.

SEDFRE plans, in its new program, to provide expert assistance in two other areas:

Budgeting: State legislators and city and county council members must approve annual budgets and establish tax rates. Administrative officers must make budget requests and operate within approved budgets. Budgets are essential elements in the success of an official. However, in this area there is probably less assistance available than in any other.

Fund Raising: The ABC's of fund-raising should be disseminated to virtually every newly elected Negro official, for two purposes:

- For supporting important programs which cannot be funded publicly.

- For building up a strong and effective independent political organization.

Available for this new program will be members of SEDFRE's existing training staff and SEDFRE volunteer workshop faculty; specialists in the various technical skills which are the working tools of the politician (lawyers, government specialists, educators, Federal grant-proposal writers, public-relations experts, fund raisers, etc.)

Method: SEDFRE staff members interview candidates and officials to determine their needs. It provides technical assistance immediately after election. Such service, on a continuing basis, is the meat of this proposal, and it requires an enlarged staff of skilled specialists to work closely with the newly elected officials. A series of workshops will be planned to serve the most pressing needs as these emerge. Such a flexible approach, we feel, will open promising new contacts with a broad range of Americans willing to share their expertise and to move into new relationships and cooperation with members of long-isolated black communities.

Specialized weekend workshops designed around the needs of trainees will be held, perhaps five times during the year. A seminar on fund raising, for instance, might bring Henry Coleman to describe to officials what was done in Gary for Mayor Richard Hatcher, first as a candidate, and second, to win private support for certain of his community programs. On-the-job follow-through would help the trainee apply the principles he learned to the realities of his own situation and community.

Curriculum: Workshop curricula will embrace the many disciplines which go into producing "political savvy." This program will focus on "how to get things done." Subject matter will divide into three main categories:

- Special assistance in such fields as public relations, research, budgeting, legal reference, fund raising, campaigning.
- Converting a problem into an issue, perhaps the most basic skill a politician must learn to master if he is to be effective.
- The requirements of the public office and methods of meeting these.

Day-to-Day Aid: SEDFRE hopes to assist local leaders on a day-to-day basis by:

- Devising and setting up systems for servicing inquiries, complaints, and requests for assistance in dealing with administrative agencies.
- Identifying legislative issues, researching and documenting needs, researching laws and methods used successfully elsewhere, framing basic legislative objectives; getting bills drafted.
- Setting operating procedures for most effective issuance of press releases and for holding press conferences and for "making news" for desired ends.
- Identifying and establishing contact with national, regional and local specialized resources—associations, universities, federal bureaus, voluntary groups, etc.

Goal: SEDFRE's purpose is to inspire and enable others to become increasingly involved in this important function. Some university centers have technical skills which will be needed for many years to come. However, the universities presently lack contacts and rapport with grass-roots leadership emerging from rural counties and urban ghettoes. SEDFRE can serve to bridge this gap.

SEDFRE has earned the trust of the people who most need assistance. It has, moreover, developed methods of adult education uniquely successful with groups including men and women who have little formal schooling or middle-level job experience.

The above program, it is hoped, will enable us to provide the kind of background information, techniques and concepts which the new officeholder is eager to master, and to introduce universities to the training methods we have found so effective.

We have begun to acquire personnel for an expanded field staff—knowledgeable professionals to travel around the country working with new officials during their critical first days on the job. Technical assistance for the newly elected Negro official is no frill. It is something that must be done, and done well.

PRESIDENT: Andrew E. Norman VICE PRESIDENTS: William S. Ellis, Nannette Sachs SECRETARY: Ezra Levin TREASURER: Shelley Appleton EXECUTIVE DIRECTOR: Marvin Rich LEADERSHIP DEVELOPMENT DIRECTOR: Ronnie M. Moore LEGAL DIRECTOR: Carl Rachlin BOARD OF DIRECTORS: Nils R. Douglas, Chairman James Baldwin Katrina McCormick Barnes Allan Barton Jonathan Bingham Canon James P. Breeden Robert Curvin Charlotte Devree Robert F. Drinan, S.J. Michael O. Finkelstein Doris Freedman James T. Harris, Jr. Claude Heckscher Norman Hill Arthur Kimmelfield Dr. Archie Lacey Jeremy Larner Joann List Levinson John Lewis Leon Modeste Henry Morgenthau, III Dr. William Stuart Nelson Edward Norton Richard J. Schwartz Elaine Slater Rowland Watts

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State Historical Society of Wisconsin

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TITLE: Workshop for Prince of Peace Lutheran Church Ministry
on Youth Action Group

SPONSORED BY: Prince of Peace Lutheran Church
68th & Broadway
Merrillville, Indiana

Neighborhood Action Institute of the Scholarship,
Education and Defense Fund for Racial Equality
1700 Adams Street
Gary, Indiana

PARTICIPANTS: Youth of MOYA of the
Prince of Peace Lutheran Church

PLACE: Geneva Conference Center
Highway #31
Rochester, Indiana

DATE: January 2nd, 3rd, & 4th, 1970

BY: ROBERT W. JACKSON, Director
NIEGHBORHOOD ACTION INSTITUTE

Report of Workshop with MOYA (Ministry of Youth Action) of the Prince of Peace Lutheran Church
Geneva Conference Center
Rochester, Indiana

BACKGROUND

The MOYA group is a group of white teenagers who are members of Prince of Peace Lutheran Church in Merriville, Indiana, which is a suburb of Gary. One member of the group had been at a previous workshop of kids in Glen Park held by NAI. I was contacted by the youth, who liked the previous workshop, and asked if I could come to speak to his church youth group.

When I went to talk with the group in December, I talked with them about SEDFRE and what we did and how we work. The group asked me to attend a retreat that they were having in January. The group was interested in working in some capacity in the "inner city", Gary and asked me "what can we do"? I told the group that I didn't think that I was the one to tell them that. I told them that I had been working with a Black church youth organization and I would try to get them together if they desired. The group seemed excited about the possibility of getting together with a Black group. I told them that this group perhaps were better knowledgable about what they could do.

The group discussed their frustrations with their parents who are overt racists. One youth stated that when Black people come on their T.V., his father says, "Get them chocolate drops off there." A girl said she once asked her father what he would do if she married a Black man, her father looked shocked and answered, "I'll kill the guy, you and myself first."

I asked the group about the objectives of the retreat and what would they do. I found that there was no agenda and the purpose of the retreat was very vogue to most members.

I agreed to go on the retreat and then worked with the group and the Pastor, Larry Shaver, to design an agenda. The planning session was extremely meaningful to the group, because there was one youth whose father asked what they were going to do at the retreat, when she couldn't give any details he told her that she couldn't go. Later, after showing him the agenda, he changed his mind and said, "If you really want to go, you can."

The Geneva Conference Center is located in Rochester, Indiana, 75 miles southeast of Gary. The center is situated between rolling hills and was very picturesque under an 8 inch snow fall.

Twenty persons attended the retreat, all were white. There were 16 youth, 7 males and 9 females. The bus driver, Mr. Smith, brought his wife and Rev. Shaver also brought his wife.

OBJECTIVE

The objective of the retreat was "To take an objective look at MOYA as it relates to the following"

A. self
B. the church
C. The community
D. society

We began the workshop and each participant discuss three questions:

1. "Things I like about myself"
2. "Thing I dislike about myself"
3. "How I think others see me"

Many members of the group according to the group had "sort of come around and joined". This left little opportunity for individuals to get to know each other. This was very important to most of the group. There was a lot of discussion after each person explained their feelings. The session was to end at 12:00 p.m., but the group continued until 2:00 a.m.

DYNAMICS

Each day the sessions were began with religious devotions. Pastor Shaver gave vivid comparison between the orginal intentions of the church as they compare with present day philosophy. This was a stimulating portion of the workshop and it produced many questions and discussion.

The highlight of the session was an evaluation of Prince of Peace and MOYA. The group begin to discuss what was happening in their group. There was discussion about the various dequer that had been formed within the organization. Some participants said "we disbanded the Lutheran Youth League because it wasn't doing anything, we are not any better". No goals or objectives had been established for the group. Many youth had no idea about its purpose.

At this point the youth were asked to go into another room and work out some ideals for MOYA. The group returned with three general ideals to which they would later set goals.

1. to have a youth representative on the church council
2. to work at serving the community
3. to apply christian principles to their daily living

This provided a stage for process, issues to develope and be dealt with within the group. The youth planning session also gave rise to the leadership struggler within the group and these were dealt with.

It was also decided that the future meetings would be to conduct business only and not "goofing around".

The group then begin to discuss future relations with the West Side CME youth group. It was decided that they meet at alternative church sites to develope rapport, then have a joint 3 day retreat in the Spring. This was enthusiastically endorsed by all of the members.

The group was then asked what would be their parents reaction to their going into the "Black Ghetto" for a meeting and Black youth coming to their church? Most of the dicussion that followed indicated that initially this would be a problem. They felt that their parents would be apprehensive, but this was something they really wanted to do. They felt that there was a lot of "homework" they had to do to make this a reality.

EVALUATION

The participants felt that the weekend retreat was just what they needed to bring the group together.

I felt that the youth were sincere in their intentions to make the group viable and to get involved in a meaningful program.

It is important that some follow up is done. I have talked with Pastor Shaver about this.

Most of the participants echoed Pastor Shaver's sentiments when he said, "This is the best retreat I have been to in ten years".

AGENDA

OBJECTIVE

To take an objective look at MOYA as it relates to the following:

a. self
b. the church
c. the community
c. society

Friday, January 2, 1970

7:00 - 8:30 p.m.	Travel to Rochester
8:30 - 9:00 p.m.	Orientation
9:00 - 9:15 p.m.	Devotions - Pastor
9:15 - 9:20 p.m.	Introduction of Trainer
9:20 - 9:30 p.m.	Micro Lab w/music - Bob
9:45 - 10:00 p.m.	Lecurette: "Worlds", Yours and Mine/ Norms - Bob
10:00 - 12:00 midnight	JoHari's Window T. Group - Bob
12:00 - 12:15 a.m.	Critiqur

Saturday, January 3, 1970

8:00 - 8:45 a.m.	Breakfast
8:45 - 9:00 a.m.	Devotion - Pastor
9:00 - 9:15 a.m.	Biblical Understanding of the Church
9:15 - 10:15 a.m.	A critical look at the present day church - Pastor
10:15 - 10:30 a.m.	Break
10:30 - 12:00 noon	Evaluation of our own church and MOYA
12:00 - 2:00 p.m.	Lunch

Saturday, January 3, 1970

2:00 - 3:00 p.m.	Film "Nothing but a Man"
3:00 - 5:30 p.m.	Attitude Exploration - Bob
5:30 - 6:30 p.m.	Dinner
6:30 - 7:00 p.m.	Five Sqaures - Bob
7:00 - 10:00 p.m.	FREE TIME

Sunday, January 4, 1970

8:00 - 8:45 a.m.	Breakfast
8:45 - 9:00 a.m.	Devotions
9:00 - 11:30 a.m.	"Our Society" - Pastor a. Urban b. Agrarian c. Sub-Culture
11:30 - 12:00 noon	Evaluation - Bob

MEMORANDUM

January 16, 1970

TO [illegible] ley Lacy/Ronnie Moore

FROM [illegible] Jadson

SUBJECT [illegible] y Conference

The [illegible] g [illegible] ne conferences are not included, because I find the [illegible] r [illegible] a lot of research that has to be done by me to deter[illegible] e [illegible] interest and facts.

I [illegible] mit[illegible]ng myself to holding three conferences, but I [illegible] ng [illegible] difficult, no impossible, to develope a design. [illegible] to determine the interest and obtain much information.

[illegible] o let you know that I would like to utilize Roger's [illegible] in research to set up these conferences.

MEMORANDUM

January 15, 1970

TO: Shirley Lacy

FROM: Robert Jackson, Director Neighborhood Action Institute, Gary, Indiana

SUBJECT: Projected Gary Program February - August 1970

From February through August 1970, SEDFRE's program in Gary will consist of 3 city conferences, a weekend workshop with the Boards of Model Cities and Metro Corps. The program will also include 14 workshops and a weekend retreat on community change with church youth; a monthly conference on employment with CEP and nine workshops with the Youth Leadership Development Program.

-- Leadership Development Youth Program:

As with most cities, Gary has a problem with its youth. There had been no youth program or real concern for the youth from the community. The result has been that the youth have reacted by joining together in street organizations, and fighting each other. The Leadership Development Program was begun to deal with this.

7 The program was started to create business ventures for the youth. There are 20 trainers, all black, and most are members of a street organization. The trainers are to be made aware of how racism has held the black man down and how to begin a business in the community. The youth will receive technical assistance on business from a consultant firm.

NAI has been asked to provide the awareness training at the rate of once a week from Feb.-March 1970. I see the following objectives: to relate the objectives of the program to the life plans of each trainee. To develop deeper insights into group action. To impart skills in problem solving. To increase black awareness. To explore and develop self images. To teach leadership styles and to help the participants define their roles in bringing about social change in the city.

The first workshop would begin with the Mayor in a discussion on "what is the LDP and why is it important? The next two workshops should be life planning to get the youth to look at themselves individually as it relates to the program. To follow this self image would be the next workshop, followed by the role of youth in social movements with the city council, then a workshop on blackness. The next two workshops would be one on leadership and one on problem solving. The final session would be used for evaluation.

Place: 18th Broadway
Time: 4 hrs

Date	Title	Description
February 1	What is LDP? Why is it important?	Mayor to talk to the youth about The program Questions would follow. The youth would then gather in clusters to discuss what the Mayor had said. A general discussion would follow. The objective is to give insight into the program's progress.
February 8 February 15	Life Planning Life Planning	These two sessions will form the heart of the training. The objective is to help the youth to take a look at their roles in the program, and how it relates to what they want to do with their lives. The group would divide into small groups to more effectively relate their hopes and experiences.
February 22	Self Image	To assist the participants in taking an objective look at themselves as it relates to their concepts of dress, speech, status, the community.
March 4	Role of youth in social movements	City councilmen would talk about the role of youth in social movements. The objective would be to help the participants to define their role in bringing about social change.
March 8	Leadership Dev. Job —group Decision —	This workshop would explore the various leadership styles. The youth would be asked to lead a discussion and process analysis would be done on the individual styles in leading the discussion.
March 15	Problem Solving	To help the youth feel confident about dealing with problems this problem solving session will be held. The youth will work in small groups with the task of working through a problem using the problem solving techniques.
March 22	Blackness	This objective would be to increase black awareness. The group would be given the attitude exploration chart to take a look at their attitude toward blackness.
March 29	Evaluation	This final session will be used to take a critical look at what has gone on in the training and how relevant it has been to the participants and the program. The process will be by discussion and by the participants writing their individual evaluations.

Throughout this program it is important that the training sessions be meaningful. Therefore, it is important to have two trainers present. One problem is that I wouldn't trust any trainer with this group except a SEDFRE staff member. I see that it is important that the same trainers be present for each session. There will be a problem getting the same SEDFRE staff member each week. My proposed solution is to have SEDFRE commit David or Hank once a week.

Another problem will be in getting the sessions held on the same day each week. This is important in bringing in SEDFRE staff. I think I can work this out with the program director.

We will have to examine the future to see if we will continue beyond March. At present, the program money expires in March, 1970.

The proposed program begins to meet the needs of the participants and prepares them for the business portion of the program. If the problem of the staff member is resolved, I think the program will be successful.

-- Community Change with Church Youth:

Following a retreat on the weekend of January 1, 1970, the Ministry on Youth Action of the Prince of Peach Lutheran Church, decided they wanted to become involved with a church youth group in Gary. MOYA is an all white youth group and is joining with a black city youth group to provide some community services. The group hopes to join with the West Side C.M.E. youth group to begin to participate in joint workshops.

The objectives of the workshops will be to explore the problems of a white youth group and a black youth group visiting churches. To explore the problem of a black and white group working together. To prepare for a joint spring retreat and to develop insights into the subtle forms of racism.

The first workshop would deal with the black group to examine their fears, concerns and apprehensions about joining a work project with a white group. The next workshop would be with the white group to explore their fears, apprehensions and concerns about entering a project with a black group.

I will let the youth decide on their coming together, based on their felt readiness. When that need is felt, there will be two workshops each month to explore prospective goals, programs and problems. Once these have been looked at, the group should then begin to plan the retreat in the spring. The groups should alternate meeting places, the first meeting in one church, the second meeting in the other. The spring retreat should be used to decide upon a project and to begin to plan for its completion

Place: Prince of Peace - West Side C.M.E.
Time: ~~Bi~~-monthly - 3 hrs.
SEMI-

Date	Title	Description
January 17	Problems of the Project	Meeting with Revs. Williamson and Shaver to introduce them and to talk about getting the project started. The format will be approved here.

Date	Title	Description
February 8 February 22	**Community Growth Lab**	At Prince of Peace At West Side These sessions will be to prepare for the joint gathering by dealing with the participants' fears and concerns about getting together.
March 8 March 22	Joint Growth and Awareness Workshop	At Prince of Peace/At West Side The groups will join together to deal with each other about their suspicions, myths and feelings about racism.
April 5 April 19	Joint Planning Workshop - Retreat	At Prince of Peace - This session is to plan objectives and expectations regarding the retreat. At Conf. Center - The retreat will be for three days to plan a joint project.
May 10 May 24	Evaluation of Retreat Project Progress Session	At West Side - To take a look at the events of the retreat and to begin the project. At Prince of Peace - This will be the first meeting since the project and I see me gradually being less active as the groups go about their task.

I see the retreat oriented toward the task of designing and plans for implementing a project which the two groups will work on jointly.

I only went til May in my projection, because I see my input gradually diminishing as the group becomes involved in their project, so that they will begin to function independently.

There are several problems that present themselves. First perhaps, the white parents or the black parents will disagree. In that case, I would use Rev. Williamson or Rev. Shaver to talk with them individually. There is the problem of transportation for the black youth to Merriville. To deal with this I will talk with Rev. Williamson about cars. At our last workshop, I noticed most of the kids were in cars, because some drove. The only other real problem I can see is a disagreement or fight erupting after the workshop. I hope to handle this openly in the next workshop setting.

I look forward to the possibilities of this project.

CONFERENCES -

-- **Conference on Food and Nutrition**

The purpose of this is to take a broad look at the problem of poor people obtaining needed help with food.

I can see a one-day conference in March. The participants would be welfare recipients, representatives from agencies that are concerned about food, non-welfare poor families and interested persons from the general community.

The objectives of this conference will be to examine the problem of hunger in Gary; to identify those agencies who are working on the problem; to assess the emergency food needs of the city; to work toward joint cooperation for a solution to the problem.

My first job would be to identify any person in the state who was involved in the White House Conference to get them involved in planning the conference. I will also need to obtain all the available materials, films, brochures, etc., on the subject on hunger in the city and state. I will also contact local "leaders" to get them involved in the planning. They will include Rudolph Clay, president of the Viscounts, who were active in Operation Breadbasket; the clergy, welfare organizations, a representative of the schools and the Mayor as a keynote speaker. The participants would include other community persons.

It will also be necessary to conduct a survey to ascertain what is available, how can people get it and what is needed.

A schedule of the conference would look like this:

(typist note: no schedule given)

I can see some basic problems in putting on the conference. Obtaining resource people, gathering materials, locating a place to hold the conference.

The resource people would be someone from the state who attended the White House Conference to bring information from the national level that may be useful. Other resource persons would be working with agencies who are to "deliver." It would also be good to have the clergy present as well as persons from groups like the Chamber of Commerce.

I will talk with SEDFRE staff and others to identify persons or places what I can get the needed materials.

Finding "a" place is not as much of a problem as finding the right place. Perhaps one member of the clergy will want to get involved to the extent of offering the services of space in his church.

-- Conference on Model Cities Program

There is much talk and little knowledge about the Model Cities program. The program finished its year of planning and hopes to receive its operation funds this month. Many people in the community are asking "what is the program?" "What will it do?"

I will conduct a one day conference to give information about the program. Many whites in the city think that the program is for blacks. Others think that the program is to build housing for poor people.

The program is an attempt to bring all of the community resources, private and governmental, into a specific geographic area to attack urban problems. Health services, school facilities, local administrative expertise will all be brought together.

The objectives of the conference would be to clarify the purpose of the program, to state what the program will do, to identify areas that community people can become involved in.

I see the format being as follows:

(typist note: no format given)

I foresee a minimum amount of problems with this conference. The one problem would possibly be in getting outside resource persons.

The materials are where I can find a great deal of information on the program. The staff of the program is also available. I think it is important to bring in other resource people from out of the city.

I can see this being a good informational conference.

-- Conference on Schools and Education

The school teachers in Gary are now entering their second week of a strike against the Gary school board. The primary issues in the strike are salaries and classroom sizes. On the salary, the teachers are asking for an immediate $1,000 increase across the board. The school board offered a $500 increase next school year and "if the money is available," an additional $500 increase in 1971. The teachers rejected this offer. The teacher's union decided to give the board one day of grace in the negotiations, when nothing was produced the teachers struck and have been manning picket lines in front of their schools each day.

The state legislature cut the Gary school budget tremendously this year and there is some doubt as to whether the schools could remain open all year. By cutting down on needed equipment and, in some cases, increasing class size, this fear was averted.

Dr. Gordon McAndrew, Superintendent of schools, at one time suggested curtailing athletic events as a way to get the community involved. His feeling was that the greater community seldom gets involved or concerned with school administration problems, and if the athletic program was cancelled, particularly basketball, all sectors of the community would yell. His suggestion made people scream enough to abandon the idea.

The teachers strike, crowded classrooms, the free lunch program and integration are the key issues in the schools in Gary. A one day conference would direct itself to giving information on these issues.

There is a lot of work and many headaches in putting on this conference. I can see problems in obtaining resource persons, gathering materials

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The teachers strike, crowded classrooms, the free lunch program and integration are the key issues in the schools in Gary. A one day conference would direct itself to giving information on these issues.

There is a lot of work and many headaches in putting on this conference. I can see problems in obtaining resource persons, gathering materials and with the varied fields of education who should be involved.

I will talk with SEDFRE staff, and local people to determine the resource people. I will work closely with SEDFRE about structuring the conference since we held a national Black School Board Members Conference.

It is my conclusion that the conference should include a cross-section of the community, black and white.

WORKSHOP OF SOCIAL ACTION INTERIM
of
ST. MARY'S COLLEGE

1215 Garfield St.
Kansas City, Missouri

January 23, 24, 25 1970

BY: BOB JACKSON, DIRECTOR
NAI of SEDFRE

Report of Social Action Interim of St. Mary's College.

INTRODUCTION

St. Mary is a small Catholic girls college in Levenworth, Kansas. During the interim between the first and second semesters, some of the students usually engage in some college sponsored project. This year twelve students taking courses in Race Relations and sociology signed up a project to live for one month on a welfare budget in Kansas City. These students were to interview representatives from various social agencies (police, welfare, schools, etc.) They were to keep a daily log and to write a paper on the impressions and opinions.

I was asked to conduct a workshop at the end of the first two weeks with the following objectives:

1. To determine how this experience relate to the students expectations
2. To examine the student's attitude toward the experience
3. To determine how the experience relate to the students everyday life.

The students were all female, all white, with the ages ranging between 17-30. Most of the students were from areas in the west such as Montana, Wyoming, Nebraska, etc. where there was minimal opportunity to see or associate with Blacks.

DYNAMICS

It was fortunate to arrive early enough to talk with the students and their teacher to get a feel for where the group was.

It was learned that earlier the group had several Black men to speak to them as a group. These speakers dealt with the group in a way that they became defensive and "uptight". I found that when I arrived that defensiveness and frustration was at a high level. The girls were complaining about being cold and eating the surplus commodities. The group was also dreading my coming, because they feared that I would label the "middle class white girls who had no business in the Black Community". Several of the students told me before the session began," we are afraid of your sessions, because our other speakers raked us over the coals".

I also found that the students were living in three separate places and one group was on the other side of town. This arrangement made it difficult for the students to share many of their experiences and frustrations.

The frustrations were heightened because the students were not getting "real" answers from the agency representatives and because the students felt they would get to know people in the community. The agency representatives felt that there were just some "do gooder" white college kids whom they could tell anything. We began to deal with why some of the students were not confronting during the interviews. The fault lied basically with unfamiliarity, but there was a sense that this would change during the next two weeks. Two participants talked about how they took the risk to be confronting with the police captain and a sergeant. They revealed how this livened the interview and made it very informative for them.

Some members of the group had anticipated many community people. When they began to do so, they found they were viewed with suspicion by some and made some students disappointed and frustrated.

Recognizing the fear of the session and their lack of togetherness, I decided to make the weekend one of sharing and support. The students worked in three small groups to share their frustrations and experiences. This also enabled the students to extract new methods and approaches from one another, rather than "being told" by the trainer.

During the weekend, the students dealt with the following questions in their small groups:

"Going back one month, what did I hope the project might accomplish for me"?

Group A

1. Experience living on a welfare budget
2. Enjoy the experience of learning something new
3. Sharing the feeling of being poor is boring
4. Mind blowing
5. Better understanding of problems thru understanding on a personal level
6. To meet people in the neighborhood

Group B

1. Expected things to be harder emotionally, was not expecting much joy
2. Fear of unknow - no structure
3. Came to get a feel for Blacks, to be around someone besides whites who are prejudice
4. Wonder about living for a month with someone you really don't know
5. Wondered about the relationships that would be formed
6. Fear of living isolated on west side of town away from the majority on the east side
7. Ambivalent feelings - wanting to be alone. Image of stereotyped college students out of touch with reality who sit around and dialogued

8. Expected to meet more people in the community
9. Feel we are getting a one sided view in interviews
10. Feel some topics are too broad
11. Lack of enthusiasm about term paper and log
12. Thought welfare budget was sufficient, but found differently

Group C

1. Expected the interim to be centered on the materials we had in class
2. Exposure to a new learning experience
3. To learn the meaning of a social worker
4. Exposure to culture
5. To rid self of generalization of the blacks
6. To know and understand more about the Mexican community
7. Involvement
8. To be more independent and use more iniatiative

The groups were also asked, "How does this experience relate to your life"?

Group A

1. Free us from apprehensions
2. Re-enforcement to live your own life style
3. Broke down stereotypes
4. Awareness of white society's rejection of seeing a black man and a white woman together -- Also society's rejection of foreigners

Group B

1. Increase my intolerance of people who talk from seterotype information
2. See both sides now
3. People are people
4. It's frustrating to try to understand and be told, "you can't".
5. Frustration of re-entry into outside world
6. We don't know what effect this will have yet
7. Not feeling pressured with a Black Man

Group C

1. Got rid of ideas we came with---began from there
2. Feel that we are a real community
3. We have expressed a real honesty
4. Feel an awareness of our situation
5. Feel more positive about looking for a goal
6. Feel re-enforced in our ideas
7. Feel some of us should have spoken up when we felt something--Vistors

Highlight of the Session

"Charade and Songs"

Two of the students brought guitars and were very talented. At key times during the weekend the group would break into folk songs. Which brought a feeling of togetherness to the group and allowed time for individual reflection.

After the Saturday session the group engaged in playing "HA" and Charades. There is no question that the sharing that took place during those light moments were of tremendous benefit, in eliminating barriers of communication and increasing the openess of each individual student.

A G E N D A

Friday, January 23, 1970

6:30 - 6:35 p.m.	Introduction of trainer
6:35 - 7:00 p.m.	Philosophy of Norms
7:00 - 7:30 p.m.	Dyads: "What has been your most memorable experience since you have been here"?
7:30 - 8:00 p.m.	Feed Back - Guided Group Discussion
8:00 - 11:30 p.m.	Attitude Exploration and dealing with Frustrations (Guided Group discussions with attitude Exploration Chart)

Saturday, January 24, 1970

9:00 - 9:30 a.m.	Five Squares (Group sharing exercise)
9:30 - 11:15 a.m.	3 sub groups will be formed of the participants. The sub-groups will discuss the following questions: "Going back 1 month, what did I hope this project might accomplish for me". Each sub-group will select a recorder to report back to the group
11:15 - 12:00 noon	"Fishbowl" — Group Reports
12:00 - 1:30 p.m.	Lunch
1:30 - 2:45 p.m.	Guided Group Discussions "You have listed your expectations, how have they been reinforced or changed"
2:45 - 3:00 p.m.	Break
3:00 - 4:00 p.m.	Film "1964"
4:00 - 5:00 p.m.	Discussion of film "What meaning did the film have for me"?

AGENDA
(Cont.)

Sunday, January 25, 1970

9:00 - 10:30 a.m.	Students will return to sub-groups to discuss: "To what extent does this experience relate to my life". (Each group will select a recorder to report back to the larger group)
10:30 - 11:15 a.m.	Small groups will report back to the large group
11:15 - 11:30	"How to follow instructions"
11:30 - 12:00 noon	Evaluation (oral and written)

OBJECTIVES OF THE WORKSHOP

New Era Investments, Corporation

1. Provide a general understanding of the corporation's goals and explore the problems which might be encountered in achieving these goals.

2. Assess the degree of commitment of each member.

Date: Saturday, Feb. 21, 1970

Place: Ramada Inn (Dorchester)
Dolton Illinois

Cost:

FORMAT

1. Roundtable discussion

2. Attitude exploration chart to enable the group to list and articulate the goals of the organization.

Goals

- To make a profit thru wise investments (Diversification)
- Corporation members should commit themselves 100% to making New Era a financial success
  - A. monthly assessment
  - B. attendance
  - C. Participation
- Projected capital appreciation for year end $15,000
- Create a new Era image in the community for 1970

Group A.

1. Wise investment 4 profit
2. Assist other Blacks
3. Determine if we should invest in Community enterprises and/or securities.
4. Should we diversify
5. Profit (Priorities + time tables)
6. Establish Power (Power in money, money makes Blacks free)
7. Education (monthly on-going)
8. Commitment (degree of)
9. Seek expert advice regarding investments
10. Develope a time-table for the future of the organization.

11. Annual Stock holders meeting to be Combined with party

[redacted]

8:00 a.m. --- Breakfast

9:00 a.m. --- Session to begin - Greetings from President and Introduction of Committee Chairman

Committee Chairman introduces Discussion Leader and defines purposes of the meeting.

9:15 a.m. ---

/Leader

9:30 a.m. -- Discussion defines his position in meeting.

List corporation goals

10:30 a.m.

to --- Assess priorities and problems encountered in
12:00 noon attaining goals.

LUNCH

1:30 p.m. --- Attitude Exploration Chart

3:00 p.m. --- Define your commitment to New Era

5:00 p.m. --- Critique

5:50 p.m. --- President's remarks

6:00 p.m. --- Dinner

7:00 p.m. --- Cocktails

Julian
George — CONSERVATIVE – Liberals

– MAX. gain from investments

DAve Goals

– Maximum gain from our investments

→

Group B

I. Immediate

A. Remain stock Investment Corporation

B. Establish long range program to develope financial Empire

NOTE

A. Corporate members should commit themselves 100% to making New Era a financial success in the Stock Market.

B. Explore all areas of investments on a relatively short term

March 16, 1970

Mr. Richard Avery, Program Officer
Vista Great Lakes Regional Office
623 South Wabash
Chicago, Illinois

Dear Dick:

As you know, we have had two meetings with Volunteers regarding the three-day in-service training program. The first was on Thursday, March 5th at Neighborhood House with Bob Jackson. The second was held Sunday evening, March 8th at Bob, Phil, and Bernie's house.

The following are recommendations from the Volunteers:

1) need specific workshop sessions on what could be done in the community.
   - suggest breaking into school groups - want specific suggestions.

2) interested in putting together proposal for next year's program - does not necessarily have to be done over the three-day training weekend (Russ Kimura).

3) want some good examples of things that have been done in the community and worked.

4) need some time spent on group building - positive unity.

5) need a discussion of individuals' goals - why we are here.

    a) an exploration and indentification of individual talents and interests.

6) want something in the area of alternate strategy for accomplishing a goal (Dick Hagelberg).

7) suggest we break into groups to look at a community goal and then discuss how that might be attacked.

8) doesn't want to just sit around and talk (Lynn Rehn) wants expertise to do a job - will feel comfortable only when he knows what he is doing.

9) do not want to see the training mandatory, yet would hate not to have the whole group there.

10) asked Vivienne and I to contact those people not at the Thursday meeting to get their ideas on the in-service training and a commitment that they would be there.

11) questioned why training was to be held in Indianapolis instead of Chicago or some place closer to Gary.

12) would like to see the evening sessions fairly free for those interested - these sessions could be in rooms - not mandatory.

13) time for "fun and games" - some opportunity just to relax together.

Suggestions for resource people from Gary:

1) Ira Bibbs, Director of Black Coalition

2) Lotti Meyerson, formerly with Metro - Corps.

3) Mr. McDonald, sixth-grade language arts teacher from Lincoln School.

Volunteers were happy with the selection of Gloria Wesley and Barbara Farrar for the training. They suggested that Barbara Farrar spend sometime discussing the dynamics of the Pulaski Area Council.

Volunteers were also concerned about the finances of the weekend. Their next check comes in on Monday so at this point everyone is very low on cash. Can Vista provide them with per diem when they're there rather than reimbursement at a later date?

Ann Kimura said she would like it if we could get "Duke" McNeil from Woodlawn and Tom Mickelson from N.W.R.O. Dewi indicates much faith in Mike Bennett.

Enclosed is the handout that we provided Volunteers with at both meetings. Incidentally, at the Thursday meeting there were approximately 16 Volunteers, Bob Jackson, Vivienne, Gloria Wesley and I. Sunday evening, 23 Volunteers and I were at the meeting.

Thanks, Dick. Let me know if I can be of any further help.

Yours truly,

Margo

Margo BeVier

MB/om
Enc.
cc: Dr. Carrie B. Dawson
Mr. Bob Jackson ✓
Mrs. Gloria Wesley
Mrs. Barbara Farrar
Mrs. Vivienne Jacobson

SCHOOL CITY OF GARY
Gary, Indiana
March 5, 1970

In-Service Training Request: excerpted from a letter to Al Johnson, Regional Administrator/Vista from Charles Cain, Program Manager and Howard Patton, Area Coordinator/ Illinois and Indiana:

"We currently have 25 volunteers and 2 supervisors working in "Operation Bridge" in Gary...The first semester turned out to be primarily tutoring. Now prime emphasis will be placed on involvement of parents in school problems."

"The Volunteers did not receive adequate pre-service training. They need reinforcement of the VISTA concepts of:

1) Living with the poor.
2) Community Action from the "bottom up"."

"Basic concepts in community organization should be analyzed, discussed and applied to the first semester's experiences of each volunteer.
This includes:

1) Leadership identification and development.
2) Supporting and encouraging group action without becoming the leader.
3) Analysis of community power structure.
4) Analysis of community social structure.
5) Issue choosing and development.
6) Strategy planning of alternative courses of action on a given issue.
7) Techniques of making contacts in community.
8) Overcoming fears of making new friends, meeting neighbors and generally being able to feel "at home" in the community.
9) Techniques of getting people together besides "calling a meeting" and going door to door.
10) What to do with people volunteers already know.
11) How to find innovative and active reliable people.
12) Methods of handling negative criticism and obstacles.
13) How to find local groups and organizations. What do you do with an existing group? How does one analyze its' potential and develop it?"

"Further, I recommend the volunteers help lead the workshops and extract an outline of what their conclusions are from each session. These outlines would be distributed to all volunteers."

"The following resources are recommended. We can assist in contacting these persons:

1) Bob Jackson, Gary S.E.D.F.R.E., Black leadership training and development.
2) Gloria Wesley, Social Worker, West Side High School, on how to relate to parents, analyze social structure.
3) Mrs. Merriweather, Parent Visitor, Williams School, an active, vocal parent experienced in school-community affairs.
4) Jerome Hudson, Community organization techniques.
5) Thomas Mickleson, a "grass root" organizer for N.W.R.O.
6) Ernest "Duke" McNeil, Director, The Woodlawn Organization, on building issues and keeping an organization going."

"I recommend that a three-day training conference be held at the Essex Inn, Indianapolis, on March 6, 7, 8, or as soon as possible."

om

SCHOOL CITY OF GARY
Gary, Indiana

March 11, 1970

TO:
Beth Atchison
Bob Baer
Dewi Brumley
Georgia Crooms
Dee Dee Cunningham
Jean Curran
Gail Ferrero
Rick Gough
Dave Hagan
Dick Hagelberg
Bernie Halper
Ann Kimura
Russ Kimura
Bob Klem
Bruce Moorstein
Karen Paulsen
Carla Perry
Lynn Rehn
Barry Silverstein
Phil Star
Carolyn Thomas
Ken Trevett
Frank Van Dusen
John Willis
Steve Wolff

FROM: Margo

RE: Two-Day In-Service Training

Place: Allerton Hotel, 701 North Michigan Avenue in Chicago

Dates: Friday, March 13th through Sunday, March 15th

Travel: South Shore Lines - Station at 280 Broadway.

a) Round trip ticket is $2.70.
b) Leave early enough to get into Chicago, taxi to hotel, register, and be ready to start the first session at 3:00 PM.
c) Trains leave the Broadway Station at:

11:10 AM
12:15 PM
1:20 PM

There are also earlier departure times than these. However, you cannot register at the hotel before noon.

(South Shore Phone: 882-6265)

d) Ride to the end of the line for the station closest to the Allerton.
e) If you take a taxi with everyone else (5 or 6 people to a cab) it will be much cheaper - somewhere between 50¢ and a dollar. Regardless of how many or how few people are in a cab, VISTA will reimburse everyone equally for the fare. They will base this amount on what it would cost you if you rode with four or five other people.
f) If you prefer to drive your own car in, you may. If you do,

March 11, 1970

however, you will have to pay for your own gas and parking. This expense will not be reimbursed by VISTA.

Lodging: Allerton Hotel (no swimming pool - we're sorry, we tried!)

a) Double accommodations with twin beds.
b) The hotel may ask for a room list so you will need to decide whom you're going to room with today (Wednesday). If we need to submit a room list, I will contact you this evening for the name of your roommate.
c) VISTA will be billed directly for your rooms so you won't need to worry about the money situation.

Meals: There is a good cafeteria downstairs in the hotel. Count on approximately $1.50 for breakfast, $2.00 for lunch, and $2.50 for dinner.

Expenses: When you arrive at the hotel, each of you will receive a lump sum of cash (approximately $16.00) for food and transportation for the weekend.

This means that the only cash you will need to bring with you is $5.00 to cover the railroad ticket up and back and the taxi to the hotel. This will be reimbursed, then, in the $16.00 you receive when you arrive.

....

Your principals have been notified of your absence on Friday. It would be good if you made sure your teachers have received word.

Training will end at noon on Sunday or shortly thereafter. You will have to check the South Shore's Sunday afternoon departure times from Chicago to Gary when you purchase your ticket.

Let me know if you have any other questions.

Peace.

M.
Margo

cc: Dr. Dawson
Dick Avery
Vivienne
✓Bob Jackson
Barbara Farrar
Gloria Wesley

SCHOOL CITY OF GARY
Gary, Indiana

March 19, 1970

Operation Bridge

TO:
Beth
Bob Baer
Dewi
Georgia
Dee Dee
✓Bob Jackson
Jean
Gail
Rick
Dave
Dick
Bernie
Ann
Russ
Bob Klem
Bruce
Carla
Lynn
Phil
Carolyn
Ken
Frank
John

FROM: Margo And Vivienne

Enclosed are the results of our Friday evening session with Bob Jackson last weekend in Chicago - namely, a list of current activities going on in schools.

Since then several other ideas have gotten underway and a number of people have expressed an interest in getting together again this weekend.

2:00 p.m. Saturday afternoon there will be an "indoor picnic" lunch at Margo's. We hope everyone can make it then. If you can't, get in touch with Margo.

We thought this would give us all a chance to exchange latest information, get together more informally with our school groups, and also to go over some of the plans we discussed in Saturday afternoon's session in Chicago.

Bob Jackson has to be out-of-town this weekend, but is enthusiastic about our getting together anyway. The next time we get together, he'll be with us.

Could everyone help us out on the food bit and chip in $.75. (There will be a hat at the door.) ☺ Vivienne and I will do the shopping. Hot dogs, cokes, etc.

1. It has been suggested by some of you that we start a type of Newsletter that would help keep us up-to-date with what other school groups are doing, and also serve as a central clearing house for information that could be used by everyone. This sounds good to us. We thought we could send a Newsletter of this sort out every two weeks. Consider this the first edition. We'll send out the next one the first week in

April so it would be helpful if the information and suggestions that you have could be into Margo and Vivienne by April 1st.......seriously.

2. Barbara Farrar is putting together a list of referral agencies for us which she mentioned Saturday morning, and we will get those to you as soon as we receive them. Incidentally, you can reach Mrs. Farrar at Metro-Corps/11th Avenue and Massachusetts/ Phone: 886-3155. She has offered to help out in any way that she can.

3. Evelyn Fowlkes called the other evening to say that she had had an operation two weeks ago. She needed five pints of blood at the time and the hospital's policy for those receiving blood, is to have them have friends and relatives donate twice the number of pints used for the Blood Bank. Evelyn has asked if any of us would be willing to donate a pint of blood in her name. You would need to make an appointment at the Methodist Hospital and when you go indicate you are donating it for her.

4. We've heard from Bob Edie a couple of times and thought you would like his address:

   635 South 11th #18
   San Jose, California 95112

   He says to say hi to everyone.

5. There has been a request that we get a copy of the Pulaski Area Survey that was run a year ago to everyone who wants a copy and we are in the process of arranging for that...perhaps we can have something for you on that on Saturday.

Take care.

SCHOOL CITY OF GARY
Gary, Indiana

Operation Bridge
March 19, 1970

WHAT'S HAPPENING?

Bethune: Carolyn, Dave, Dee Dee

1. Dave has worked with the Eastside Neighborhood Council.
2. Carolyn and Denise have just joined the school; Carolyn plans to start something very soon.
3. Dee Dee: "If things go as I hope, I want to start a tutoring program."

Douglass: Bob, Bernie, Phil

1. Recreation: three days, all grades run by VISTAS, hope for community involvement.
2. Tutoring: 21 tutors, full-time VISTA Director, (PTA, Blockclubs have been informed of program and hopes of parents and PTA taking over full program at end of year. Tutors recruited from I.U.N., Girl Scouts, Roosevelt High School.
3. Working with Nurse - home visitation for glasses.
4. Cub Scouts: preliminary organization and regrouping of already existing troop. Only one local man involved.
5. Tax work: 2 people aided to date; Center set up at school at night.
6. Work in class - attempt to bring change.
7. Newsletter: (copies available) support from PTA, but no community reaction as of yet.
8. Community clean-up compaign: when weather permits.
9. Safety program: work with principal.

Drew School: Lynn, Frank, Steve

1. Second-grade tutoring during the day.
2. Sixth-grade tutoring.
3. Hot lunch program (PTA)
4. Swimming pool and park (ESNC)
5. NYC - YTY
6. Income Tax
7. REP? (PIP)
8. Garbage collection? (ESNC)

Duncan: Jean, Carla, Beth

1. REP Tutoring Program 4 days a week.
2. Cub Scouts

What's Happening?
Operation Bridge
March 19, 1970

Duncan: (continued)

3. Newspaper.
4. Individual Tutoring After School.
5. Committee with social worker and parent visitor for clothing bank.
6. Tutoring in classroom - 2nd and 3rd grades.

To begin visits in home for teachers.
Possible parent workshops with reading (working with IDR teacher).

Emerson Elementary: Kimuras, Gail, Rick

1. In school experimentation with curriculum of second graders.
2. (Gail) Experimental work out of materials center; adaptation of reading materials to second grade level; better use of A.V. materials.
3. (Rick) experiment with volunteer in sixth grade classroom.
4. Proposed working with Mothers' Club as lead into community.

5. (Kimuras) at Jefferson: Latin Family Education Program, and REP.

6. (Gail) at Dunbar REP.

Miller: Dewy

1. NOW: tutoring during school, working on bettering PTA meetings, working with teens in the area for summer program; good rapport with tenant council.
2. FUTURE: better attendance at council meetings.

Roosevelt: Bruce

1. NOW: it is a new school assignment, supplement teacher in senior high school science class, working with Upward Bound students, just starting with Human Relations Club; trying to make tax service available.
2. FUTURE: more work with better students, further above projects, possible tutoring program at Lincoln.

Norton: Georgia, Bob, Ken

1. Georgia: working in two classtooms, two home visits, lunch-time game program, some work with school social worker.
2. Bob: work in two classes, eat with kids at lunch, supervise a parent program at Norton which is during the lunch hour at the present moment.
3. Barry: work in two class rooms, eat with kids at lunch, supervise a parent recreation program, work with PTA and REP.
4. Ken: work in one class, eat with the kids at lunch, supervise a parent program at Norton at the lunch hour.
5. Karen: works with Mrs. Hill, the Social Worker. Her work is done in conjunction with the other VISTA workers.

Pyle: Dick and John

Where we are now:

1. Reading materials workshop
    a. four sessions to date
    b. for parents to make aids to help their children at home with reading
    c. led by Reading Specialist at Pyle

2. Community service
    a. determine educational needs
    b. have two committed parent leaders drawing ideas from Pulaski Survey
    c. now in preliminary stages - we have another meeting scheduled with these parents to plan a meeting with Mr. Chapman and develop strategy for involving the Principal

3. Home tutoring
4. Working closely with PTA Executive Board on 1 and 2 of the above and other community and school related matters

Future:

1. Hope to interest Pyle teachers in working after school with parents to help their children with math
2. Intend to help parents plan a program for April 8th - meeting concerning health and safety.

Selected Principles in Block Organizing

by: Preston Wilcox

I Basic Information Required

A. Demography

a) number of buildings owned or rented
b) number of families on block
c) total rent paid
d) median rental
e) roster of landlords; name, address and telephone number
f) financial information per building
  1. date of purchase
  2. purchase price
  3. monthly income from rentals
  4. annual taxes
  5. assessed valuation
  6. salary of superintendent
  7. annual amortization costs

g) violations on record
h) violations not on record
i) rent controls
j) rental overcharges
k) number of persons per room
l) number of vacant lots, commercial facilities
m) zoning regulations
n) number of registered voters: party?, number of potential voters
o) unemployment rate (complete roster of the unemployed)
p) median family income
q) median number of years completed

B. Additional information

Indices of problems - health, social, housing, employment

C. Social Groupings

teenage, to senior citizens, social, fraternal, civic, political, business

D. Leaders

political, civic, block, athlete, social

E. Organizations which serve the block - private and public

II. Entry Process

A. Spend time getting to know people in the block for the following purposes:

1. to allow people to test you out
2. to find out who the respected leaders in the block are
3. to find out the interests of the block's residents
4. to learn about the history of past efforts
5. to observe relationship patterns, life styles, customs and to learn the block's values
6. to learn how outsiders - social investigators, salesmen, police, criminals and public servants behave on the block

B. Developing a Program

1. Find a "green thumb" - a leader who gets his kicks from working on the subject program. This leader should not be a first leader, i.e. the "first leader you see" but a person whose name is mentioned during Phase (A) above; the person to whom every one goes to check you out; and the person who does not agree with everything you say.

2. Get to know the followers of the "green thumb" and find out through indirect means if they

have the desire and ability to keep the "green thumb" honest.

3. Operate out of a place which is indigenous to the community in style, setting, location and tone. The informal activities which are allowed are very important. It should be a place where local neighbors drop in even when they do not have problems - during the late evenings, early mornings or weekends. It should be loaned to families, clubs, etc. for weddings, parties, etc. The key should be in the hands of a local leader; rent responsibility should begin as a responsibility of locals.

4. Start where the people are - from cake sales to sewing. This gives them a chance to see where you are and allows you to learn how they operate- Support, don't lead.

5. Help them to check you out by

   a) meeting alone
   b) talking to people who trust you
   c) seeing you talking to "other" outsiders
   d) walk the picket lines with them; not as the picket captain
   e) Absent yourself from occasional meetings so they can learn to operate without your assistance and be called upon to fill you in on what happened.

6. Do not focus on structure, give your attention to helping them to carry out their programs.

7. Do not introduce new members unless they agree to it.

8. Help them to turn the mistakes and oversights of the establishments into their advantage in terms of mobilizing further support.

9. Force them to reach you how they want to be helped by you.

10. Teach them everything you know!

11. Put down on paper only what they tell you to!

12. Avoid the use of "paper" - exploit their face-to-face network of contacts

13. Conduct an informal (in the car on the way home, while having coffee, etc.) evaluation of all actions.

14. Reveal yourself as a person!

15. Step into and assume leadership only when a void occurs. Do not be chicken. Show that you have balls! Do not forget they are watching you and learning from you-even if non-verbally.

16. Keep a sense of humor; show anger when appropriate; Share your own concerns, i.e., be a real person with human failings.

--Select a Target - study it; its strengths, weaknesses, possible payoffs

--Develop a plan of action on which there is wide agreement
--Focus not on the plan of action but how to help the group carry it out (handling conflict; maintaining cohesive purpose.

--Prepare for defeat as you head toward victory!

If you win, do not spend time praising yourself. Allow the group to do that. Address your attention to how the group can exploit the victory.

If you lose, show discouragement; and then, begin to figure out how you can recoup. Call an informal gathering with no agenda. Help to get things off their chest as they come with new alternatives.

Organizational Roles

1. Managing the office
2. Recruiting and mobilizing - Troops
3. Dealing with outsiders
4. Establishing coalitions
5. Community education - leadership training around the content of the program
6. Action formulation - position papers, theory
7. Immediate and needed services
8. Social affairs
9. Publicity
10. Fund raising

C. Side Activities

1. Individual home visitations to key leaders
2. Invitations to key leaders to your home - along with others of your friends and peers
3. Compiling of resources
4. Showing of your magazines and periodicals
5. Attendance at community affairs as a guest not as a leader.
6. Church attendance, weddings, funerals, etc.
7. Bring your kids with you occasionally - and also your wife.
8. Get to know the husbands of female leaders.
9. Send greeting cards - weddings, funerals, etc.
10. Let them catch you off guard, i.e. when they catch you off guard, do not lie about it.

D. General Principles

1. Help people learn to make democracy work in their own behalf.
2. Help them to know how to protect their rights
3. Help them to keep the caretakers honest!

Distributed by: Scholarship, Education & Defense Fund
for Racial Equality
150 Nassau Street Rm. 1030
New York, New York
(212) 964-8210

March 15, 1967

COMMUNICATION,
LEADERSHIP,
and
TEAM DEVELOPMENT

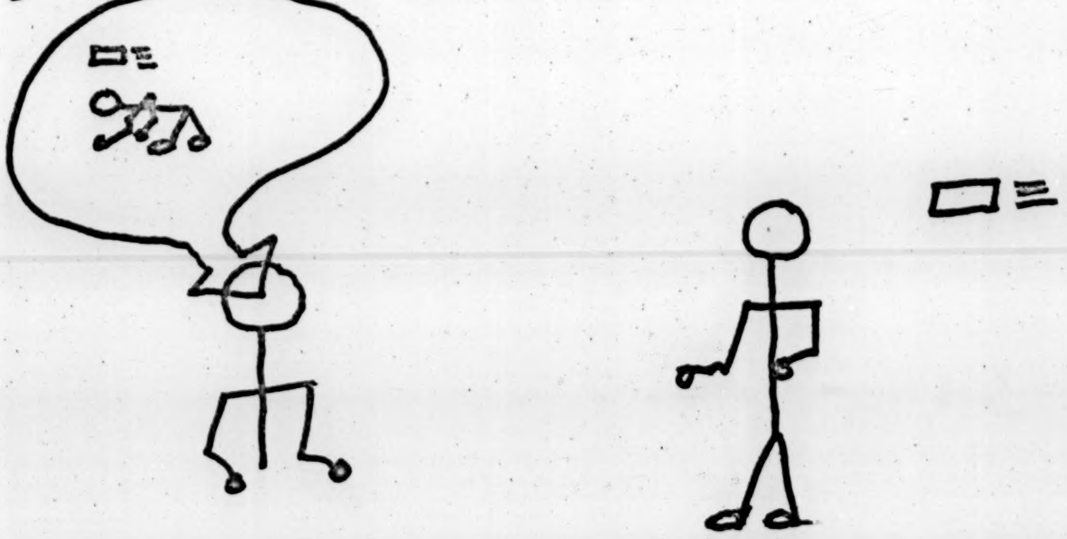
What is communication?

It goes on when people are talking, reading, writing, speaking, fighting, arguing, doing things together and so on. But what is it?

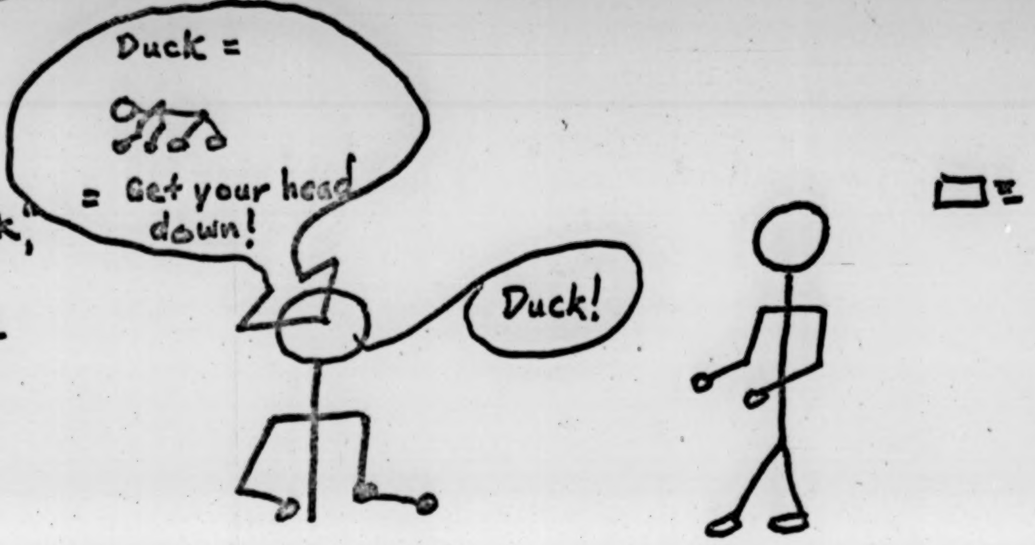
It is a process in which one person expresses himself and another understands his expression.

Imagine this process:

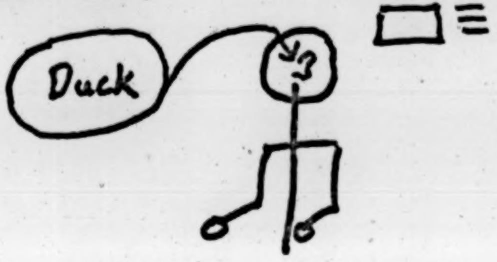
① I see a brick flying at your head and I want you to get your head down.



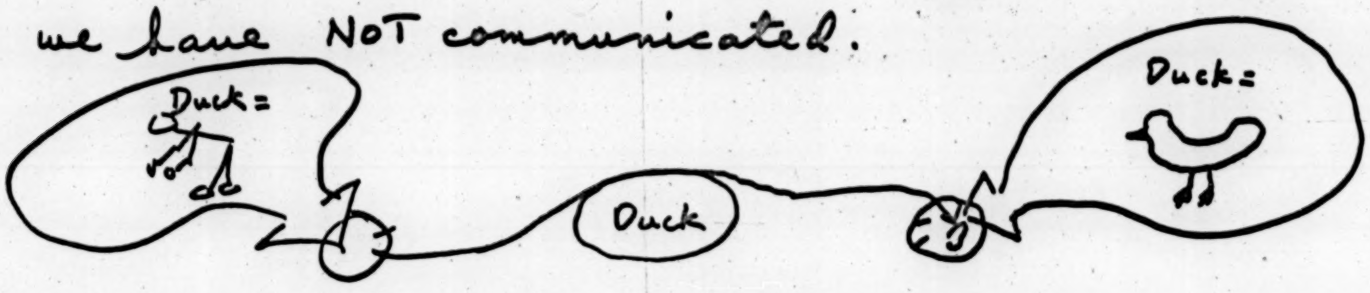
② I shout "Duck", which To ME says "Get your head down."


Duck =
= Get your head down!
Duck!

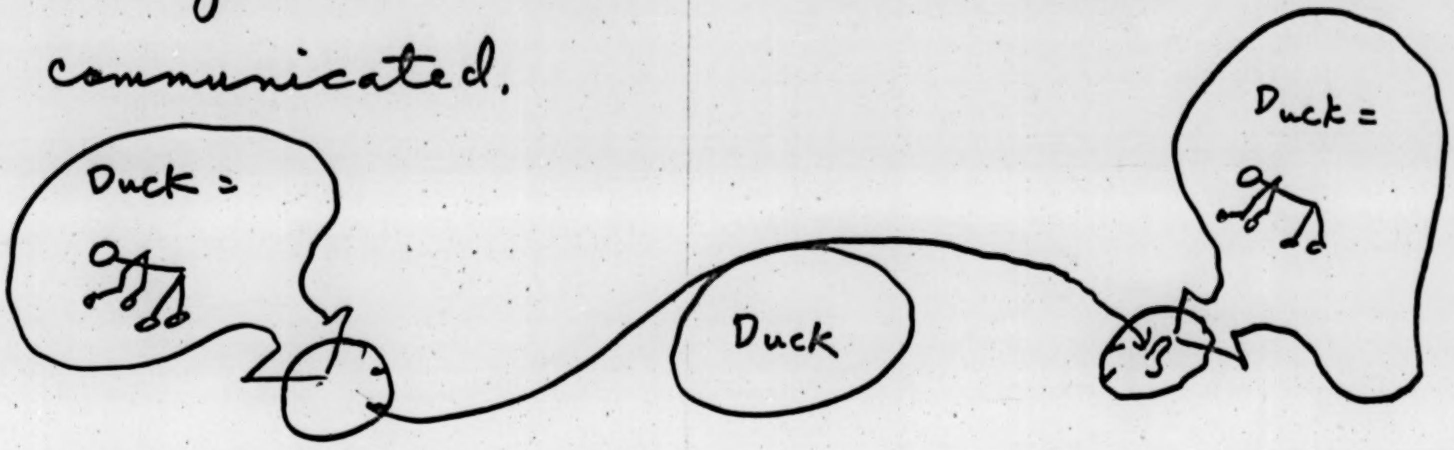
③ You hear me



④ If you hear my shout ~~and~~ ~~understand~~ ~~know~~ as meaning "Look for the duck walking on the ground" then we have NOT communicated.

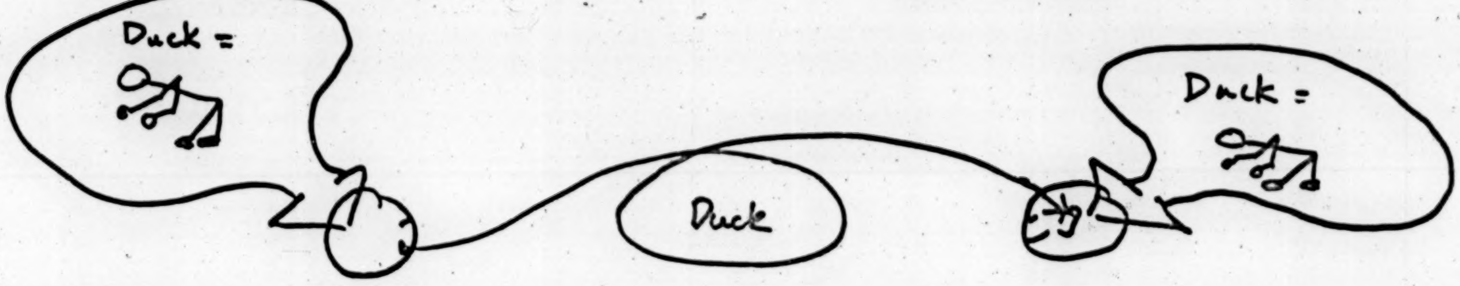

Duck =
Duck
Duck =

⑤ If you hear my shout as meaning "Get your head down" then we have communicated.



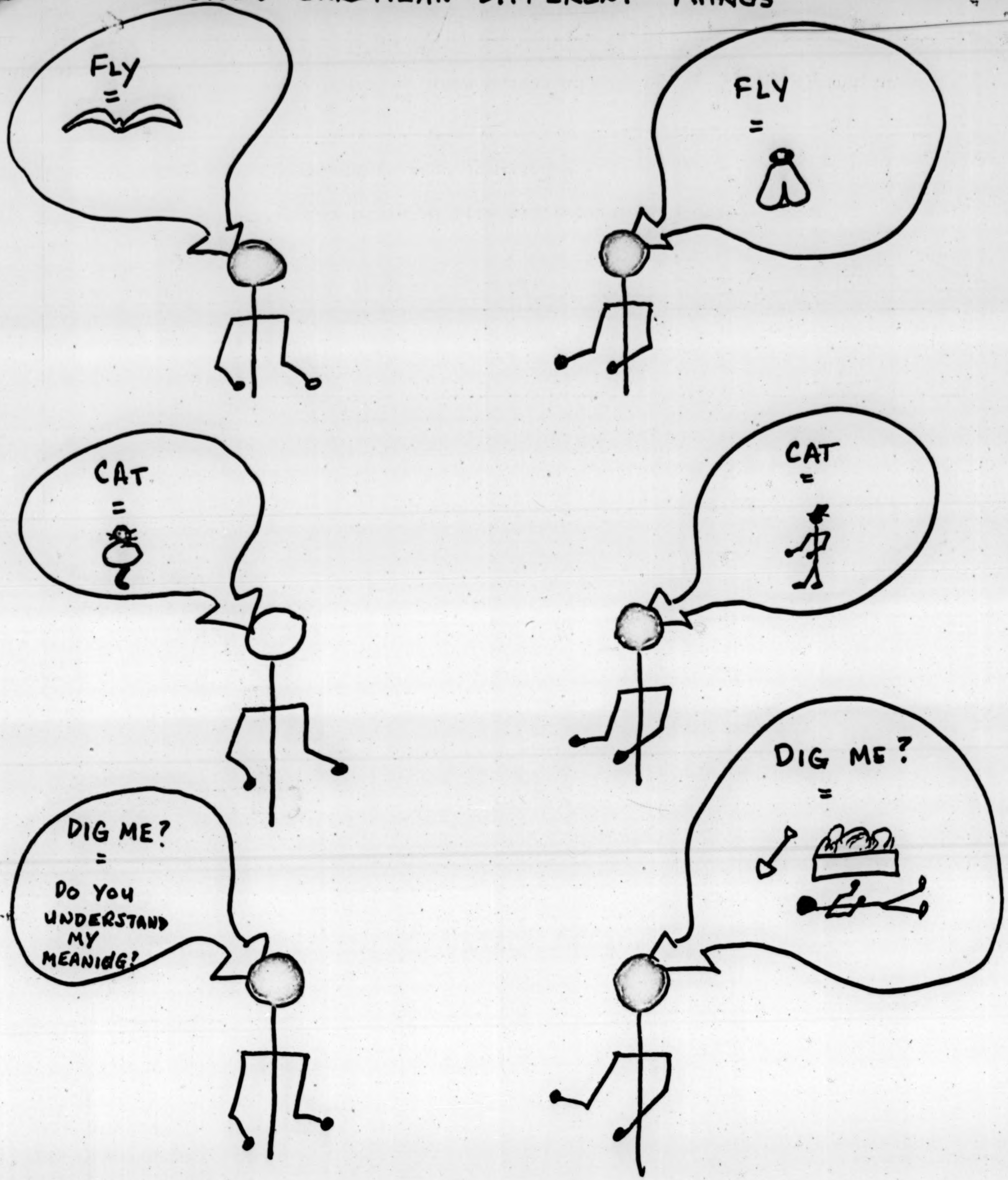
⑥ You and I are communicating only when...

I am ~~expressing~~ EXPESSING ~~myself~~ and you are ~~understanding~~ UNDERSTANDING *my* meanings

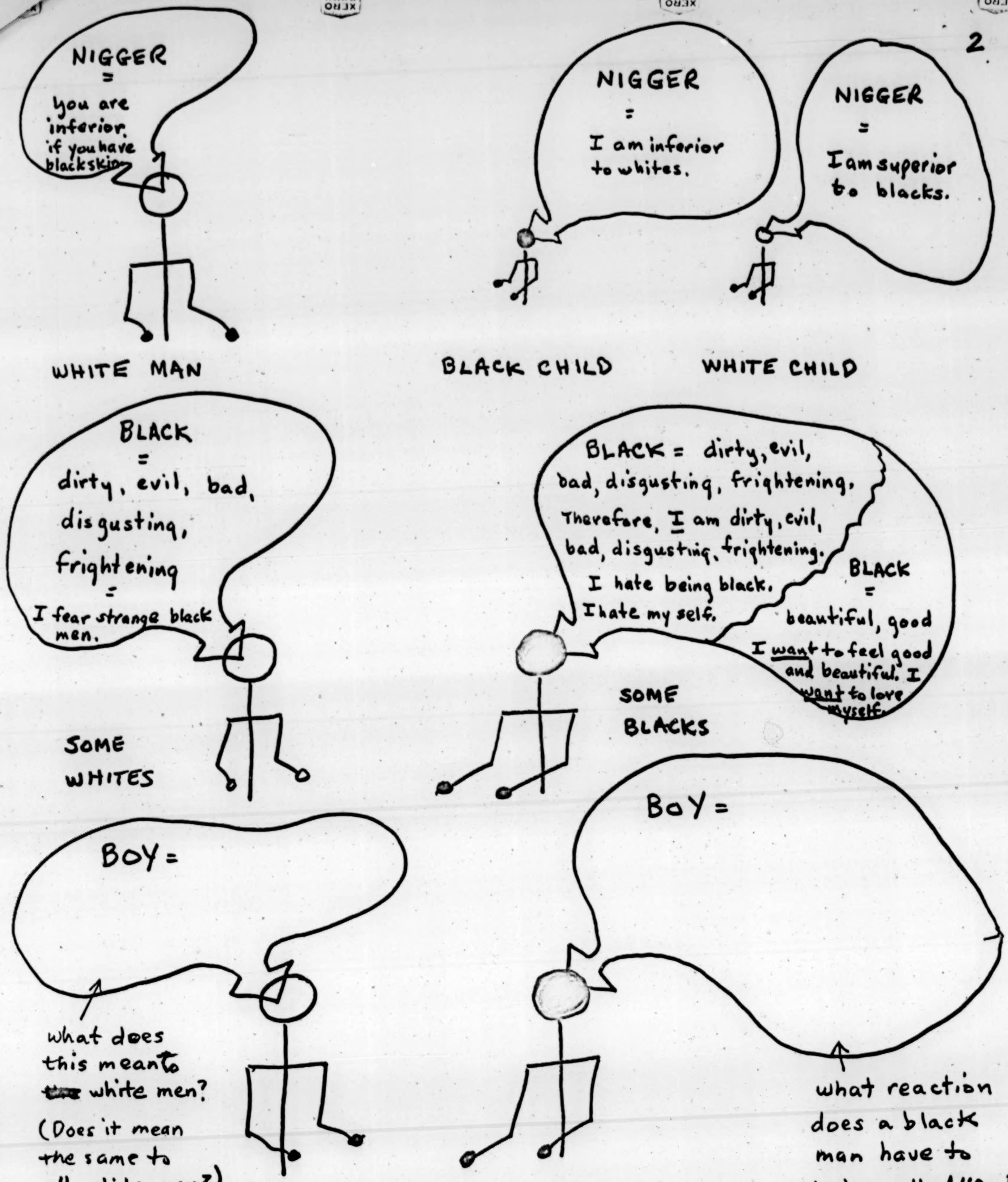


Or when you are expressing yourself and I am understanding *your* meanings.

WORDS CAN MEAN DIFFERENT THINGS


FLY =
FLY =
CAT =
CAT =
DIG ME? = DO YOU UNDERSTAND MY MEANING?
DIG ME? =

THINK OF OTHER EXAMPLES


NIGGER = you are inferior if you have black skin
NIGGER = I am inferior to whites.
NIGGER = I am superior to blacks.
BLACK = dirty, evil, bad, disgusting, frightening = I fear strange black men.
BLACK = dirty, evil, bad, disgusting, frightening. Therefore, I am dirty, evil, bad, disgusting, frightening. I hate being black. I hate my self.
BLACK = beautiful, good I want to feel good and beautiful. I want to love myself.
BOY =
BOY =

WHITE MAN

BLACK CHILD

WHITE CHILD

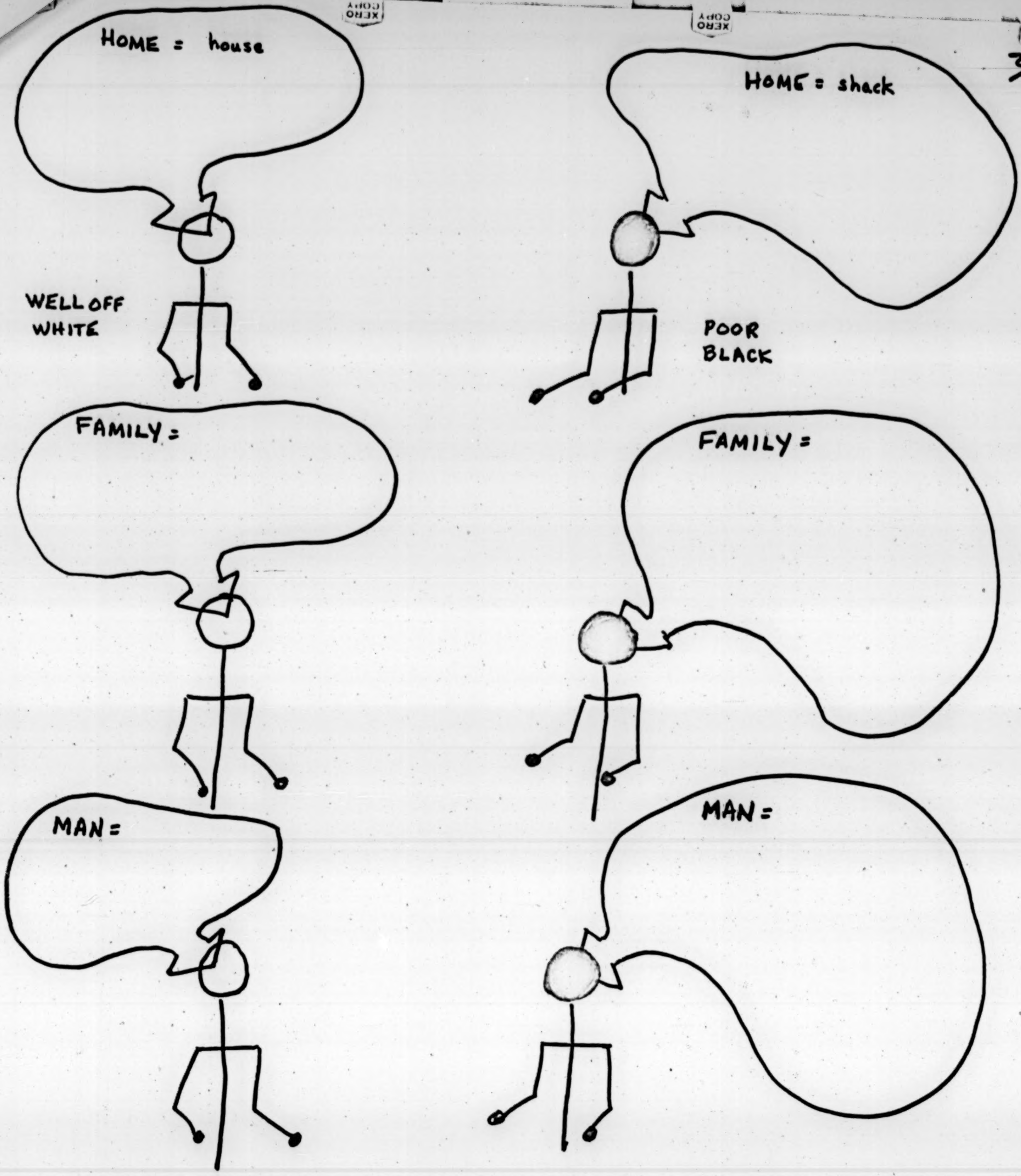
SOME WHITES

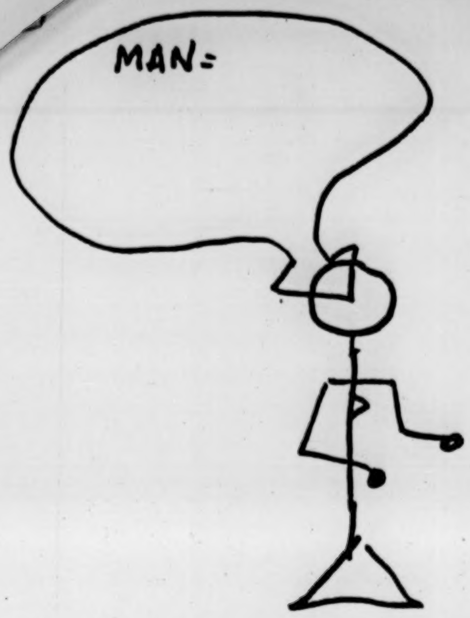
SOME BLACKS

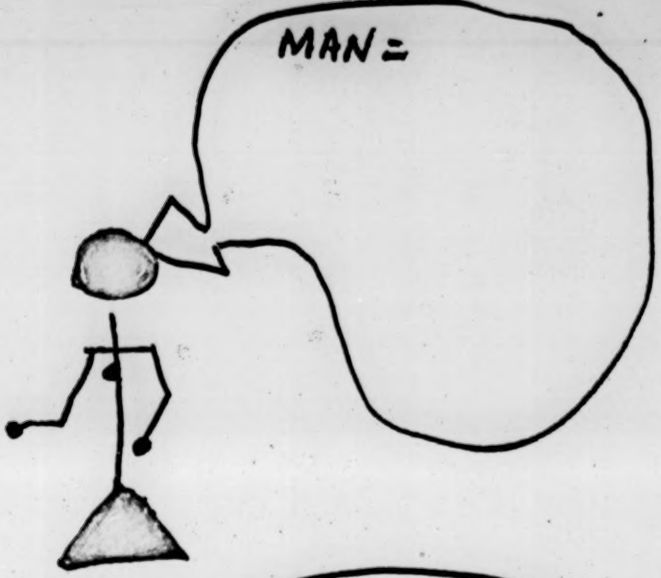
what does this mean to ~~the~~ white men? (Does it mean the same to all white men?)

what reaction does a black man have to being called "Boy."

~~WHAT~~ USE PICTURES AND WORDS ~~WOULD YOU USE~~ TO FILL IN THE IMAGINATIONS OF THE PEOPLE ON THE NEXT PAGE


HOME = house
WELL OFF WHITE
HOME = shack
POOR BLACK
FAMILY =
FAMILY =
MAN =
MAN =


MAN=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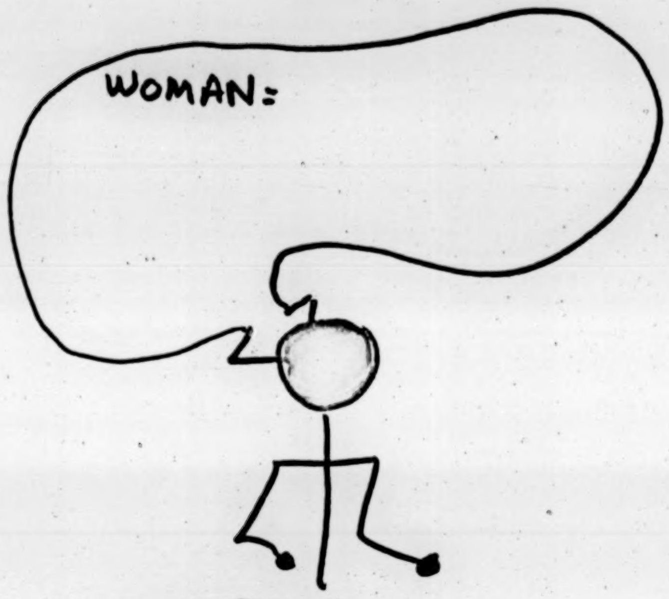
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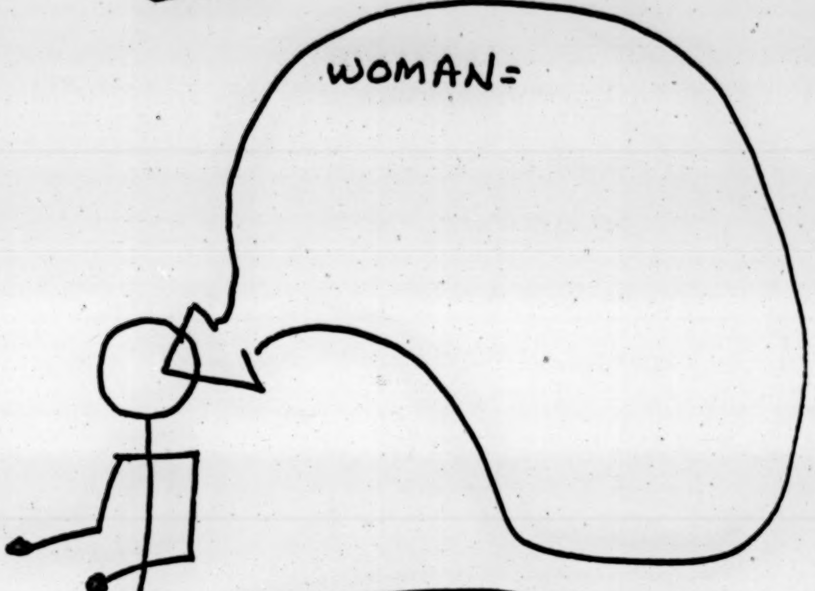
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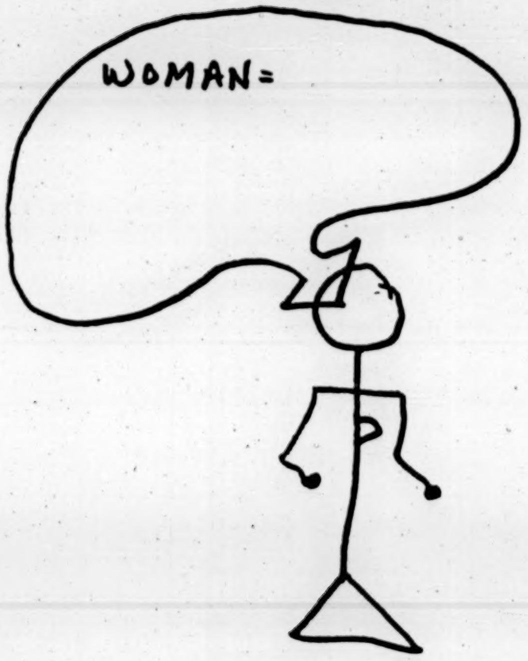
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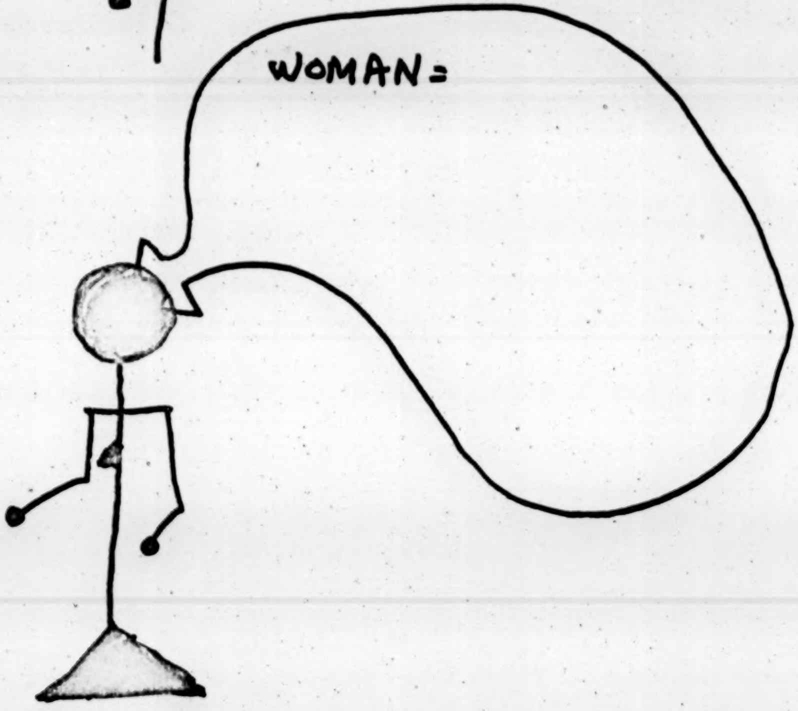
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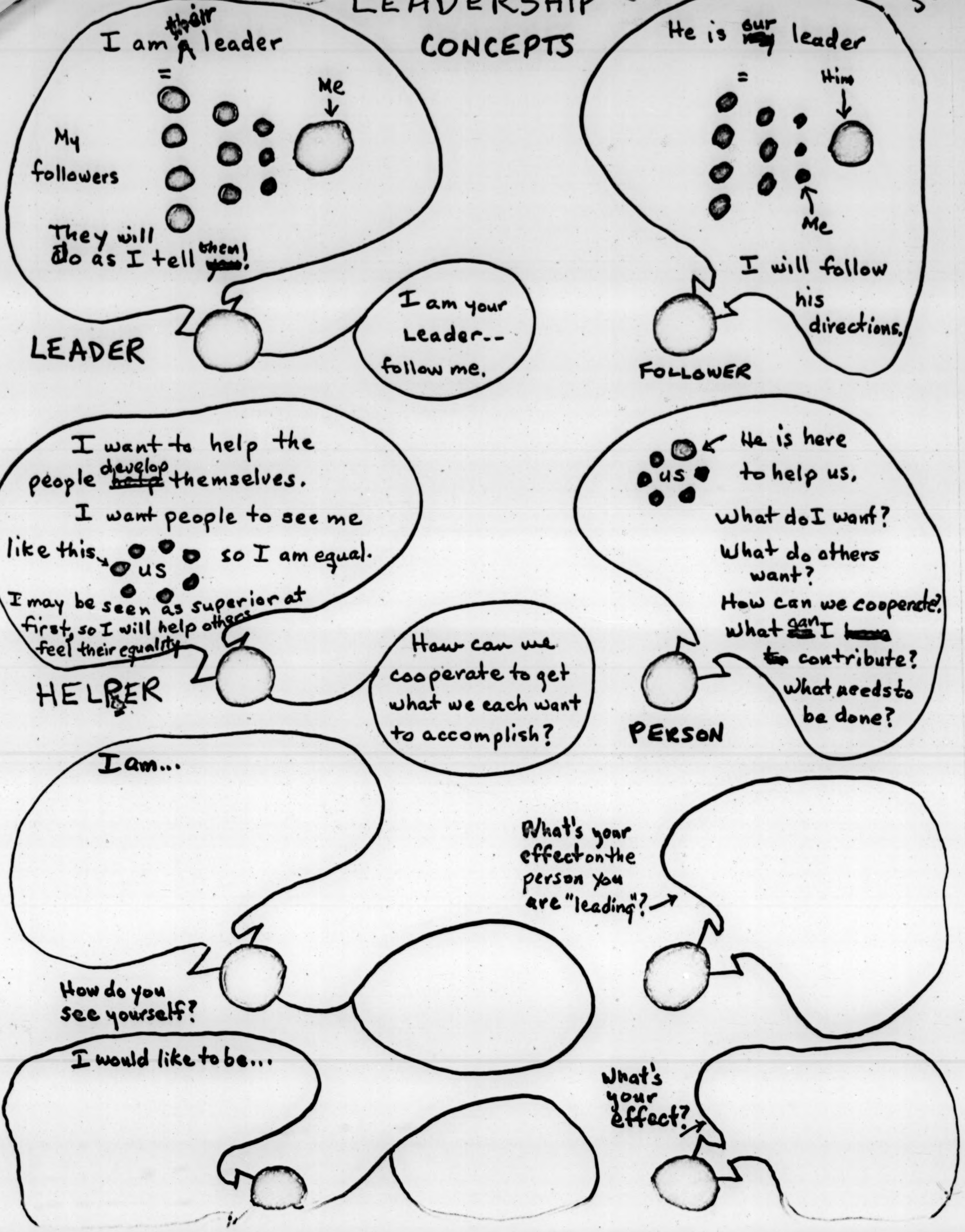
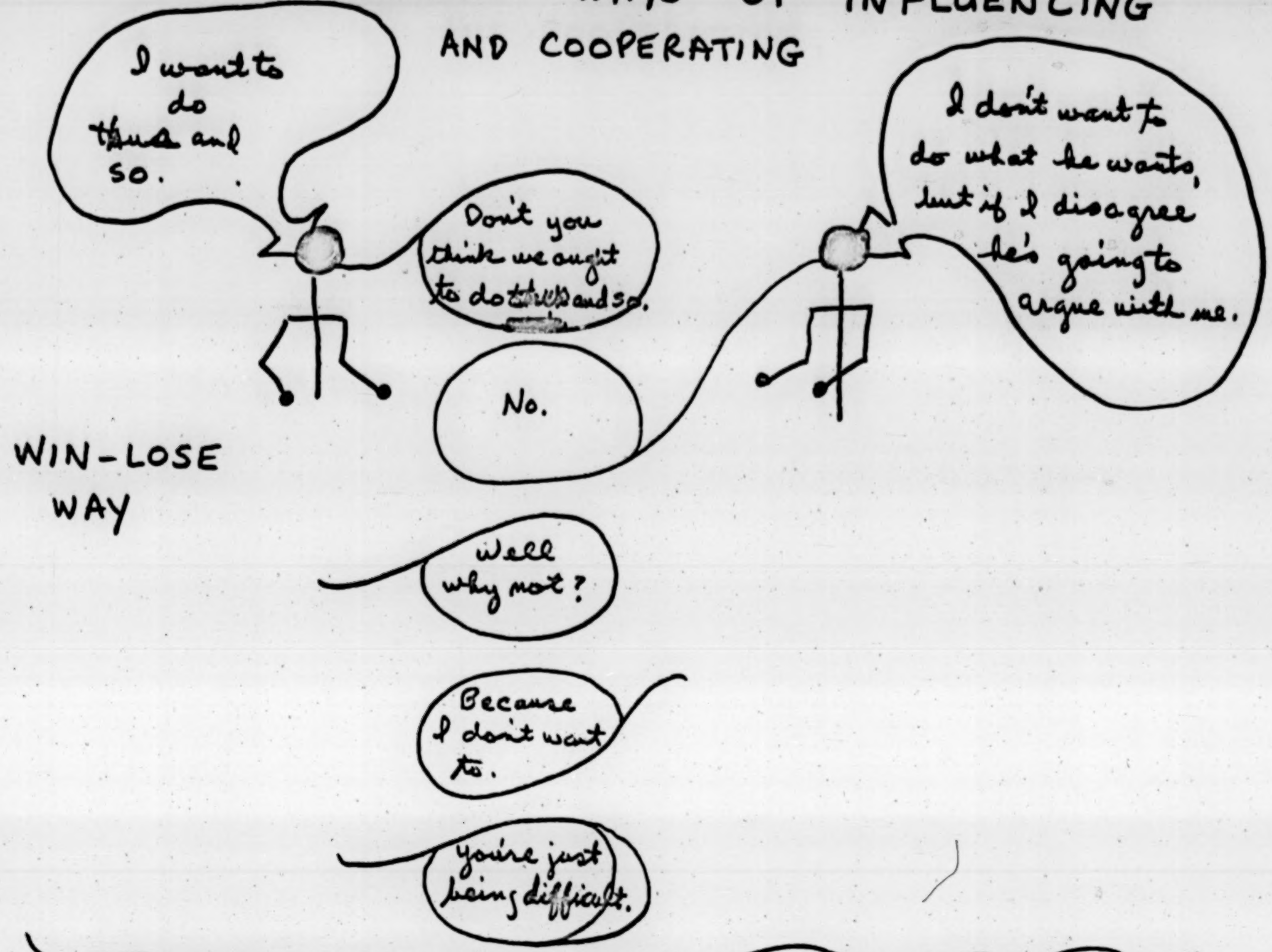
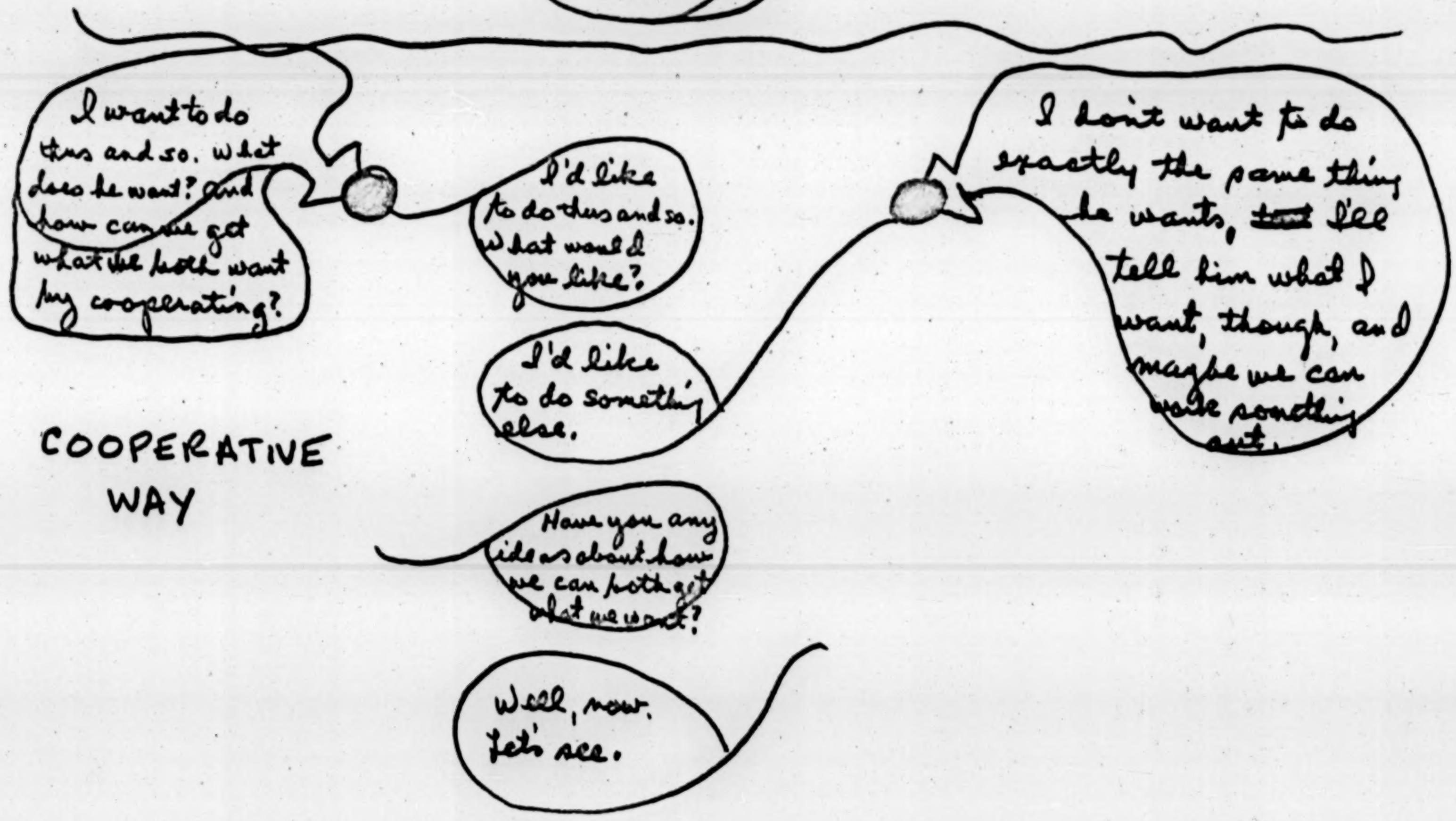
LEADERSHIP CONCEPTS


I am their leader
=
My followers
Me
They will do as I tell ~~you~~ them!
LEADER
I am your Leader-- follow me.
He is our ~~my~~ leader
=
Him
Me
I will follow his directions.
FOLLOWER
I want to help the people ~~help~~ develop themselves.
I want people to see me like this
us
so I am equal.
I may be seen as superior at first, so I will help others feel their equality
HELPER
How can we cooperate to get what we each want to accomplish?
He is here to help us.
us
What do I want?
What do others want?
How can we cooperate?
What can I ~~have~~ ~~to~~ contribute?
What needs to be done?
PERSON
I am...
How do you see yourself?
What's your effect on the person you are "leading"?
I would like to be...
What's your effect?

DIFFERENT WAYS OF INFLUENCING AND COOPERATING


I want to do thus and so.
Don't you think we ought to do thus and so.
No.
I don't want to do what he wants, but if I disagree he's going to argue with me.
WIN-LOSE WAY
Well why not?
Because I don't want to.
You're just being difficult.


I want to do thus and so. What does he want? And how can we get what we both want by cooperating?
I'd like to do thus and so. What would you like?
I don't want to do exactly the same thing he wants, ~~but~~ I'll tell him what I want, though, and maybe we can work something out.
I'd like to do something else.
COOPERATIVE WAY
Have you any ideas about how we can both get what we want?
Well, now. Let's see.

XERO COPY XERO COPY XERO COPY

PULLING APART
and
PULLING TOGETHER

We start apart.

We see things
differently.
We feel things
differently.
We each live in the world
we see and feel;
so we each live in a different
world.

We will pull
farther apart if...

Each of us insists
that the world-
as-we-see-it is
the-world-as-it-is.
Each of us insists
that the other
understand us. ~~and~~
Each of us tries to argue or
~~change himself~~
in some other way change the other
to agree with us.

We can pull
closer together if...

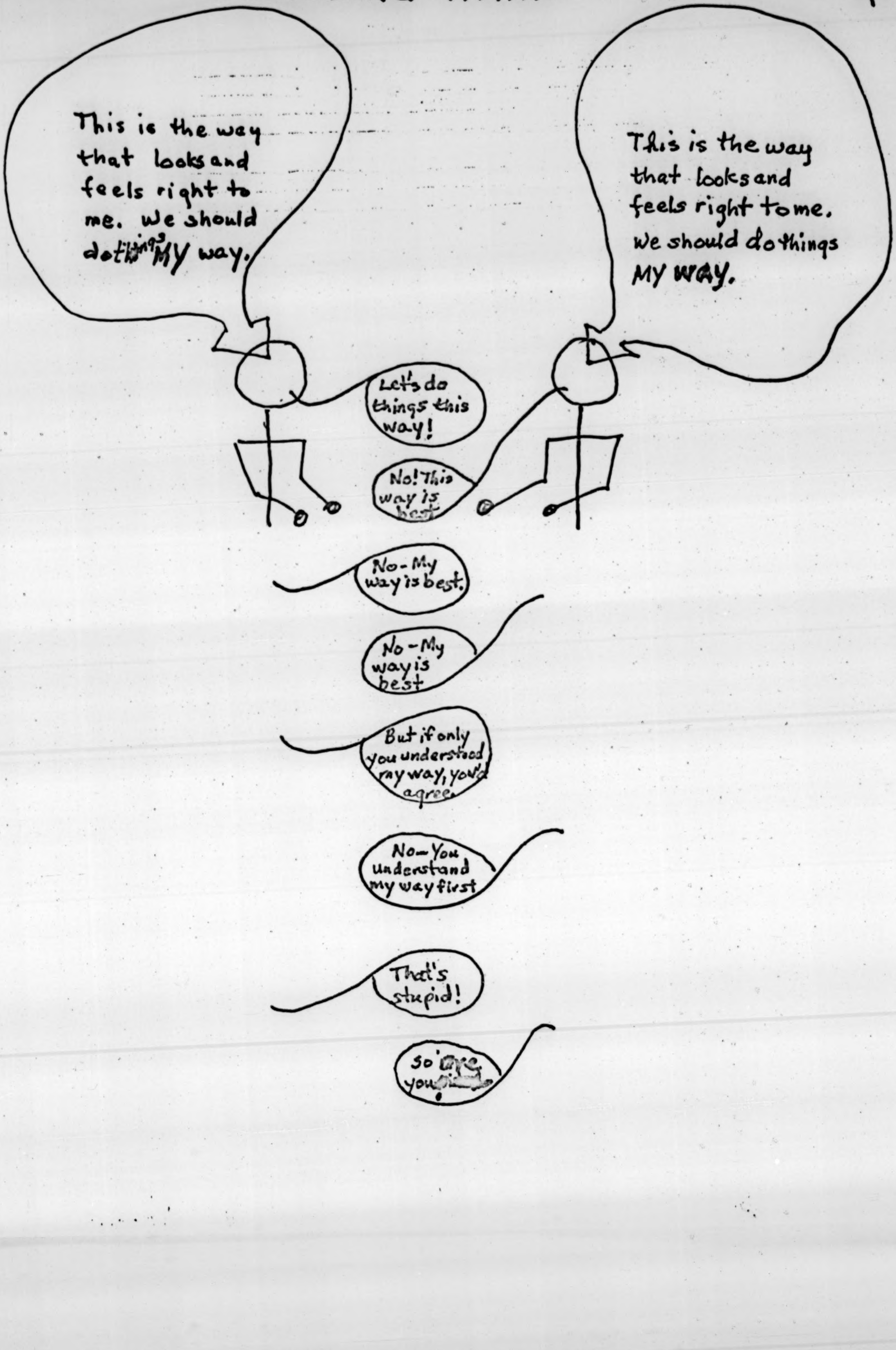
Each of us is aware
that the other's
world is similar to
and different from
our own.

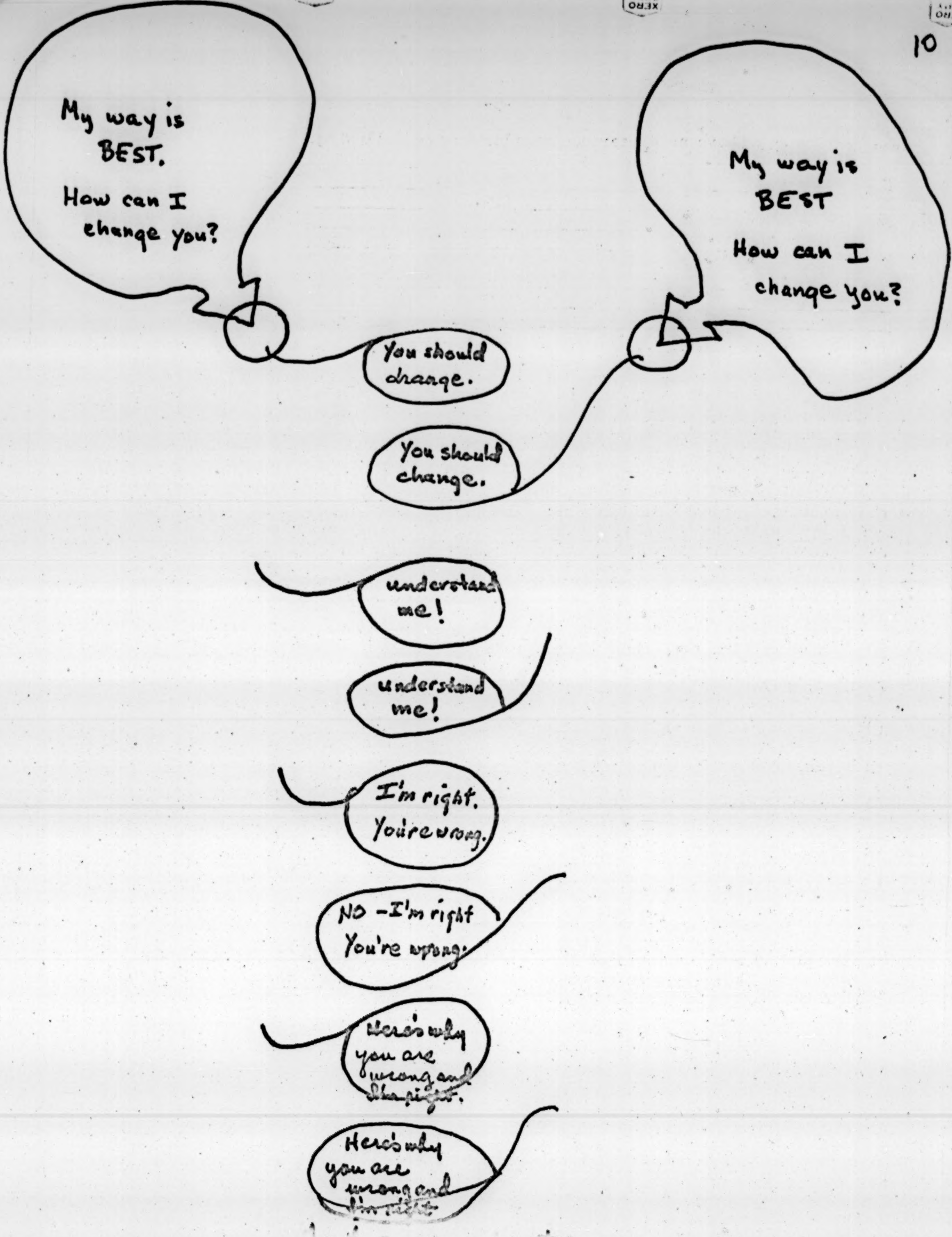
Each of us wants to
understand the other
as much as we want
to be understood
by the other.

Each of us wants to
create solutions to
our problems that
get what each of
us wants without
either of us giving
up anything we really
want.

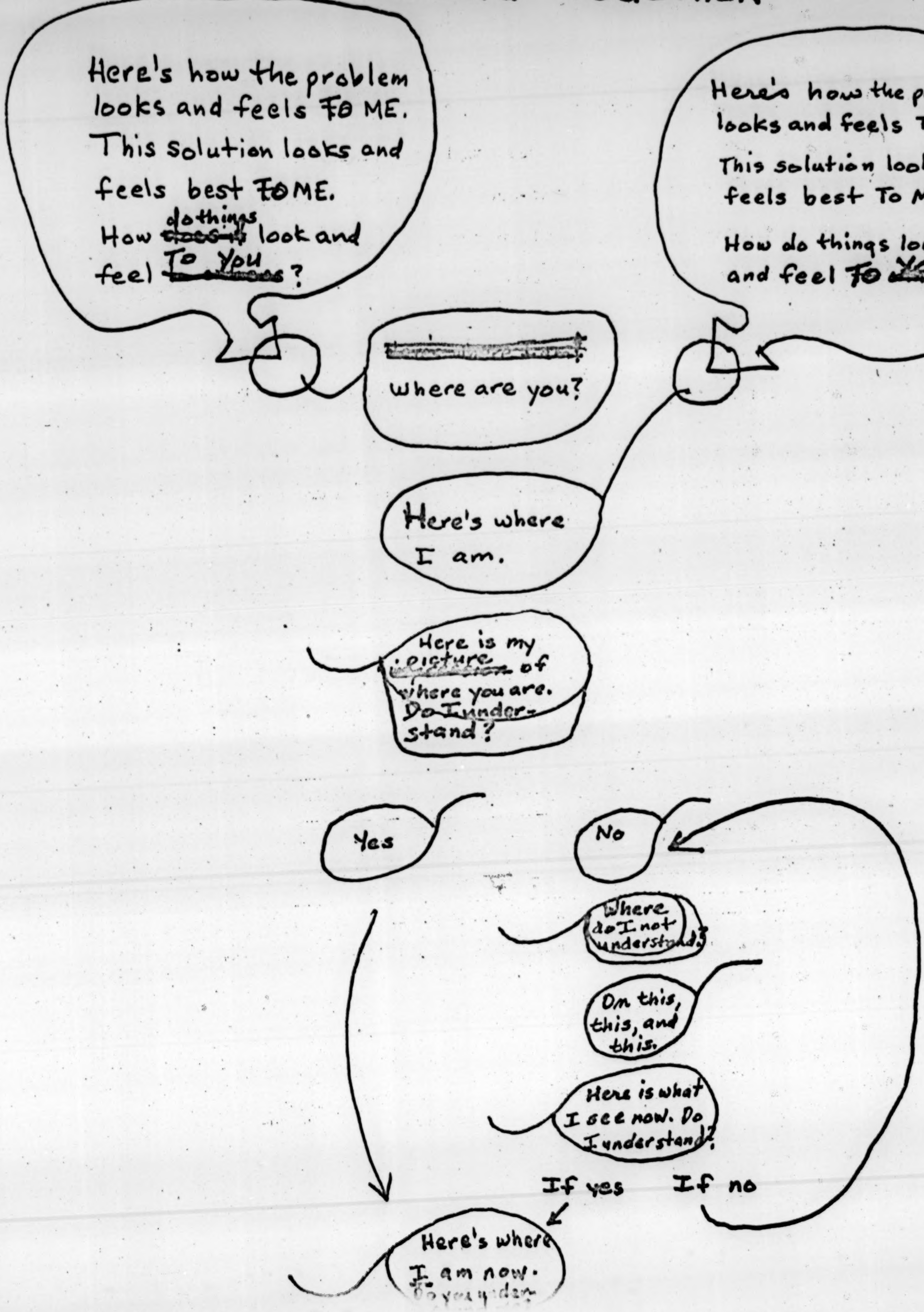
Here are rough outlines
of the processes of
PULLING APART
and
PULLING TOGETHER

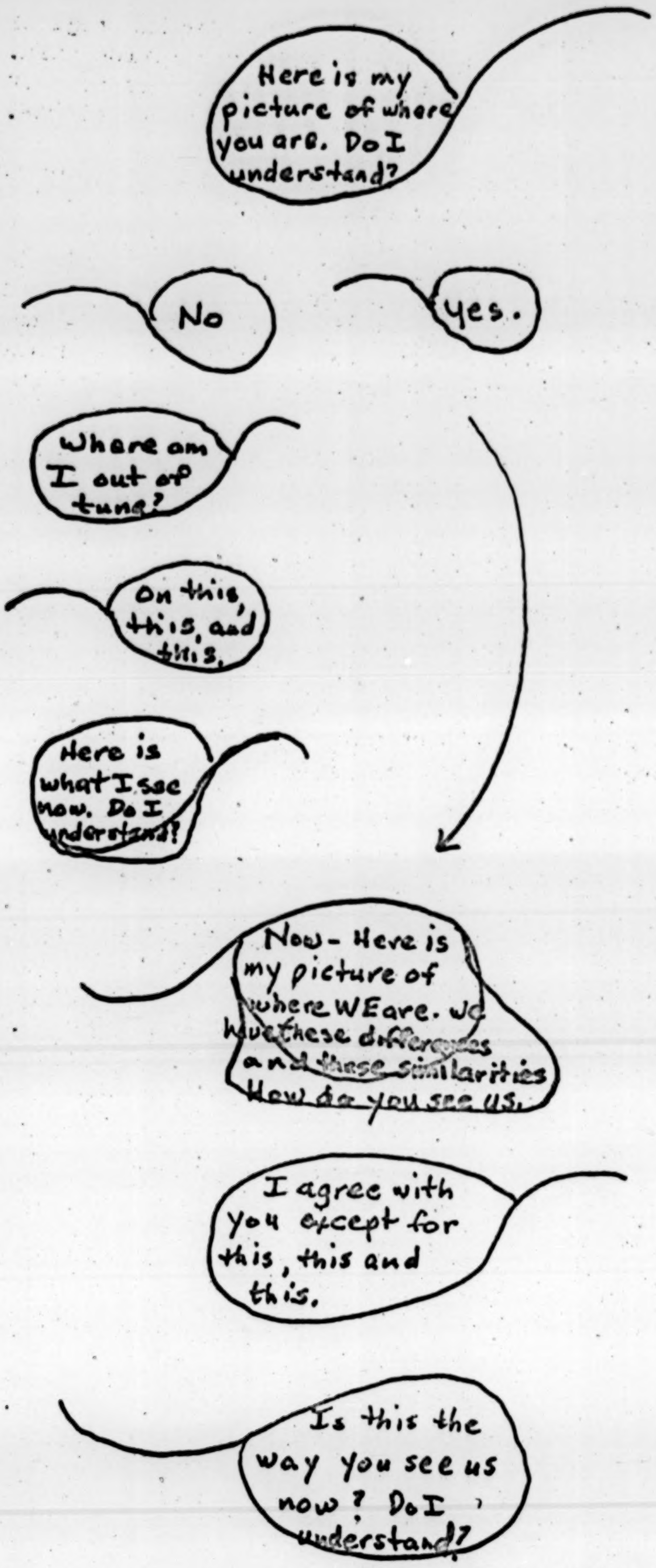
PULLING APART

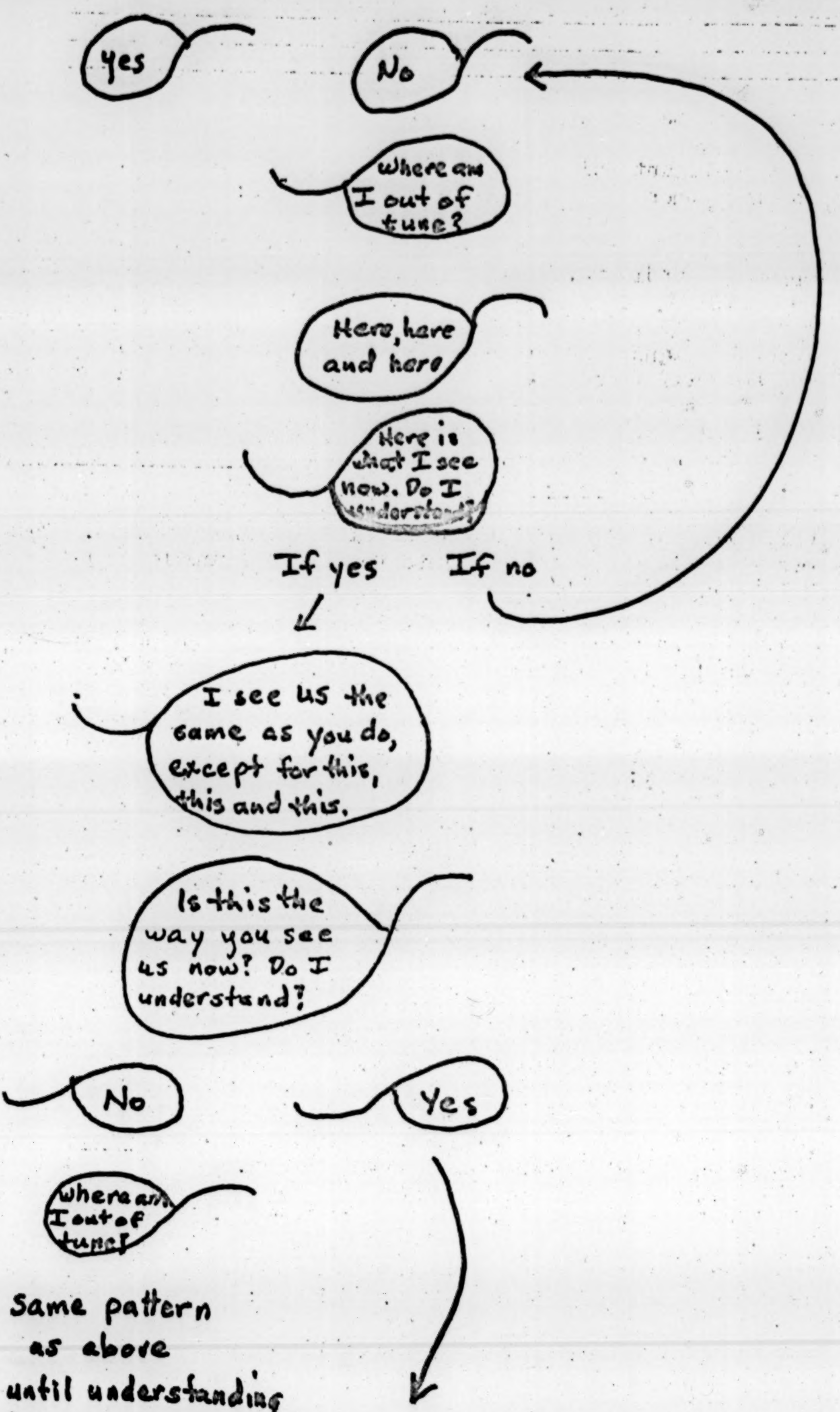

This is the way that looks and feels right to me. We should do things MY way.
This is the way that looks and feels right to me. We should do things MY WAY.
Let's do things this way!
No! This way is best
No-My way is best.
No-My way is best
But if only you understood my way, you'd agree.
No-You understand my way first
That's stupid!
So are you!


My way is BEST. How can I change you?
My way is BEST How can I change you?
You should change.
You should change.
understand me!
understand me!
I'm right. You're wrong.
NO - I'm right You're wrong.
Here's why you are wrong and I'm right.
Here's why you are wrong and I'm right.

PULLING TOGETHER


Here's how the problem looks and feels TO ME. This solution looks and feels best TO ME. How ~~does it~~ do things look and feel ~~to others~~ To You?
Here's how the problem looks and feels TO ME. This solution looks and feels best TO ME. How do things look and feel TO ~~others~~ YOU?
Where are you?
Here's where I am.
Here is my picture of where you are. Do I under-stand?
Yes
No
Where do I not understand?
On this, this, and this.
Here is what I see now. Do I understand?
If yes
If no
Here's where I am now. Do you under-


Here is my picture of where you are. Do I understand?
No
yes.
Where am I out of tune?
On this, this, and this.
Here is what I see now. Do I understand?
Now- Here is my picture of where WE are. We have these differences and these similarities How do you see us.
I agree with you except for this, this and this.
Is this the way you see us now? Do I understand?


yes
No
Where am I out of tune?
Here, here and here
Here is what I see now. Do I understand?
If yes
If no
I see us the same as you do, except for this, this and this.
Is this the way you see us now? Do I understand?
No
Yes
Where am I out of tune?

Same pattern
as above
until understanding
is reached.

Continue understanding each other until both can say...

Here is our ~~my~~ picture of our similarities and differences

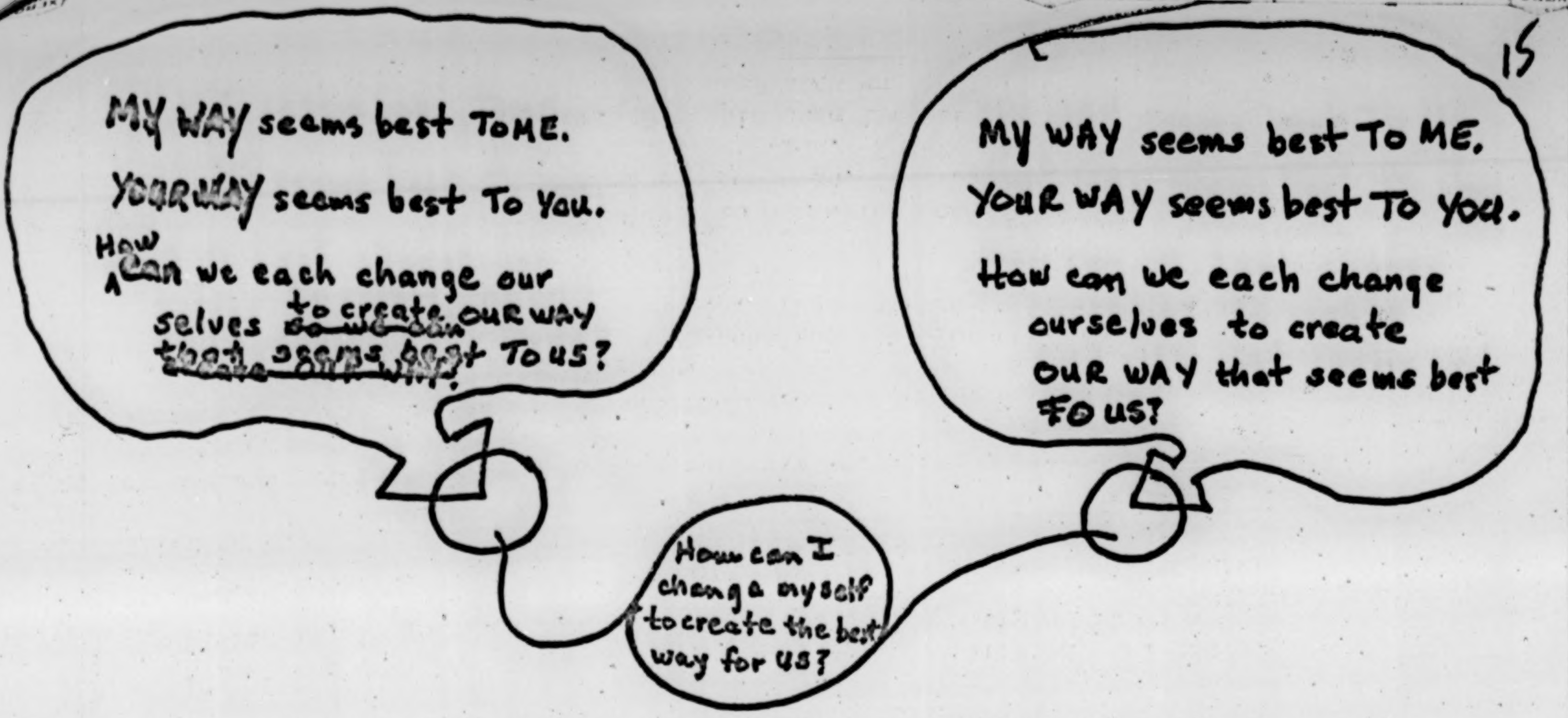
What can we do that will give us both what we want?

What do I really want?

Is what I want really in conflict with what you want?

Can I see what I want in a way that will help you get what you want, too?

Can we both get what we want and help the other get what he wants without compromising?


MY WAY seems best TO ME.
YOUR WAY seems best To You.
How can we each change our selves ~~so we can~~ to create our way that seems best To us? ~~create our way?~~
How can I change myself to create the best way for US?
MY WAY seems best To ME.
YOUR WAY seems best To You.
How can we each change ourselves to create OUR WAY that seems best TO US?

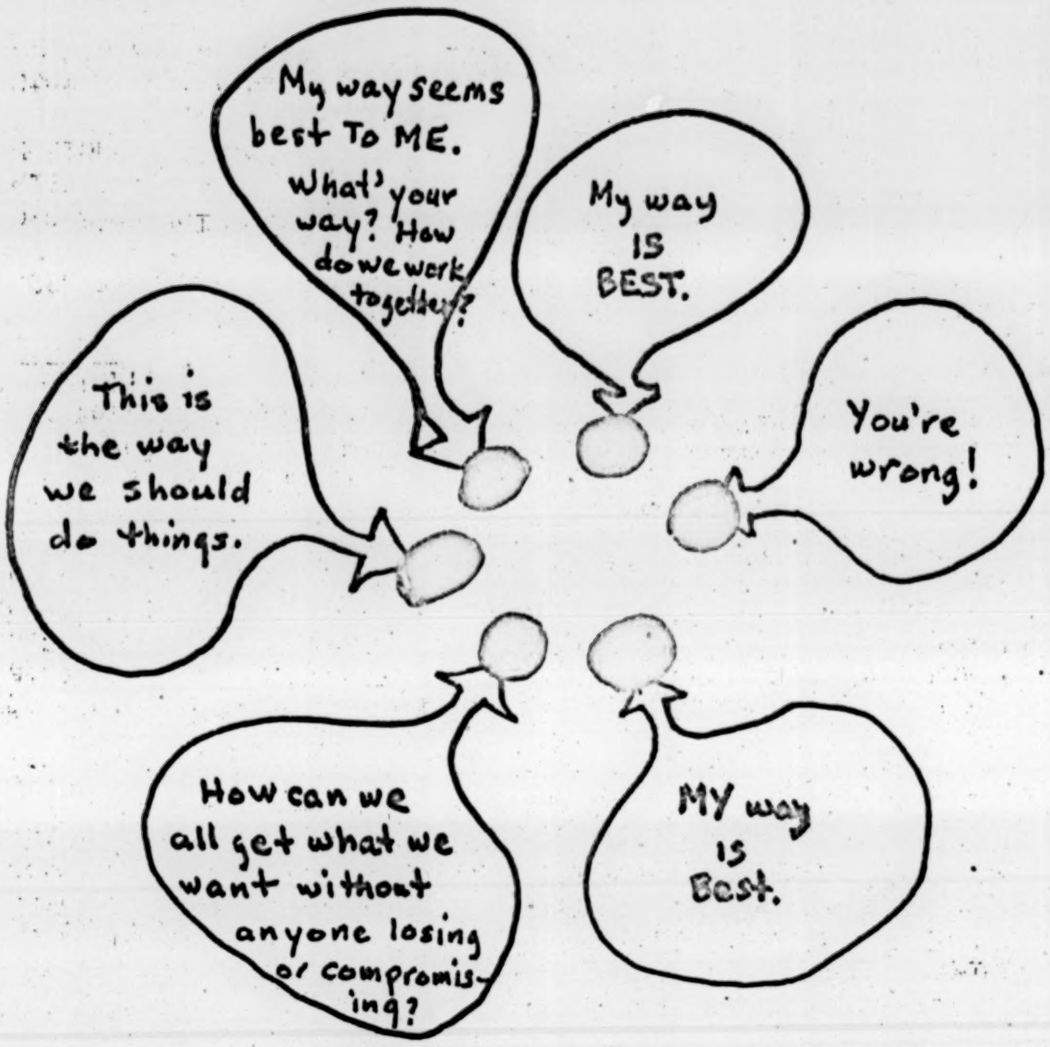
And so on together.

Continue understanding
each other's pictures of
similarities and differences
until both agree on a
single picture of their
similarities and differences

So that one
can say

Do we
agree that

GROUPS CAN PULL APART OR PULL TOGETHER, TOO


My way seems best To ME. What' your way? How do we work together?
My way IS BEST.
This is the way we should do things.
You're wrong!
How can we all get what we want without anyone losing or compromising?
MY way is Best.

[N.D.]

Welfare Conf.

- The staff of NAI worked very closely with the Welfare Rights organization in Georgia which is the strongest in the state.

The group was most interested in building group unity and getting more members to join the organization. NAI began to run weekly with the organization for three months.

One objective was to get more members and it was accomplished. The other objective was much more difficult because of the factions that existed within the group.

One result of our training was that the word of its effectiveness traveled to other state groups and at a planning meeting for the state wide conference, we were asked to run workshops on unity, and communications as well as community organization.

At the conference, however, due to the shortnest of time, we only ran a three hour workshop on community organization.

Youth Organizations

The youth serving agencies of Gary which included:

- YMCA
- Settlement Hourses
- Boys Clubs
- Church Youth Groups

The directors of these groups formed a coalition and began to meet to improve communication, and to XXXXXX reduce duplication. Another problem for some agencies was how to relate to Black youth who were attending activities in increasing numbers.

After several meetings the group decided that a weekend training session would be helpful. It was decided to invite some youth to participate.

The focus of the session was Attitude Awareness and Black Awareness..

From this session the word began to spread to other youth groups and NAI was recognized as a resource in the field of trainers.

Several church youth groups came to NAI to run work shops with their youth to help ease the racial polarization that was occurring XK within the city.

VISTA

After becoming dissatisfied with contracted training and desiring to provide local training, the VISTA regional office contracted the Neighborhood Institute to provide training for all VISTA volunteers in Gary. The training had a two-fold focus:

1. How to communicate with one another and work as a unit since they are spread out all over town and seldom see one another.
2. Attitude awareness, which will help them to relate to Black people in the community.

During the four months of training the group ironed out difficulties within the group and began to relate to their projects with a greater degree of committment.

One young volunteer expressed the feeling of the group when he said, "We should have had this training a long time ago."

Leadership Development Program

This program was activated to provide small business opportunities and provide incentive to members of Gary's "street organizations"

The youth were involved in most of the planning for the program. The NAI had worked with most of the members prior to the program.

When the youth and their program staff were selecting the training staff, NAI was chosen.

The staff of NAI worked the first month of the program (February) in establishing communication across rival "organizational" liver. The first meeting for the program which brought together members of rival organizations for the first time eneded when two groups erupted in physical confrontation.

After that meeting tension was high and there was suspicion that the program usurp much of the "organizations" status.

At one session of joint organization members, the NAI director bega n to discuss with some members the need for unity and pride in the Black community. One member state "That is good about, but that will never work here, I have never seen any of that togetherness here. It's every man for himself."

Gary School City

The program co-ordinator had attended a previous NAI work shop based on this experience, the co-ordinator called on NAI to conduct staff development workshops for teachers in a school proposed to be a "model school."

The intention was to start with this school and then to carry on the staff development in the other city schools.

This first workshop was held in a retreat setting in Beverly Shores, Indiana. Twenty-three of the thirty teachers in the school were present including the principal.

The focus was on staff unity. During the teacher strike last winter some of the teachers broke the picket lines to continue to report to work. Since this strike has been settled there has been tensions between teachers who were for the strike and those against it.

Two of the teacher/at the workshop had not spoken since the strike and they share adjoining classrooms. The workshop provided an opportunity for them to talk and listen to each other.

Test paragraph

I have been asked if this approach by SEDFRE be repeated in some other city or even GaryXX again.

My answer is yes, but there are some conditions.

First, SEDFRE should conduct a feasibility study to be sure where the money will come from locally to maintain the project.

Secondly, there should be a clear understanding of the nature of the project by all people concerned. This should include objectives and program projections.

Finally, there should be one person who will relate to SEDFRE and vice-versa to iron out any difficulties that arise in the future.

State simply, the deliverer and the receiver should have an understanding of what is beneficial.

GUIDELINES FOR PROBLEM IDENTIFICATION, ANALYSIS AND STRATEGY PLANNING

Scholarship, Education and Defense Fund for Racial Equality, Inc.
164 Madison Avenue, New York, New York 10016

PROBLEM IDENTIFICATION

1. What problems confront your ______________________?

2. How do I feel about the problems?

3. What are the major problems?

4. What are the minor problems?

5. What is the most important problem to me?

6. What is the most important problem to the group?

PROBLEM ANALYSIS

1. State the problem.

2. How do you know there is a problem?

   -- Who does what?

   -- What seems to happen?

   -- Who is affected by the problem and how?

   -- Summarize the consequences of the problem.

3. Where do you fit into the problem?

   -- How are you involved?

   -- Who are the enemies?

   -- Who are your supporters?

STRATEGY ALTERNATIVES

1. State the problem.

2. What have you tried to do about it?
   List as many things you have tried to do as you can.

   What happened?

3. Is there anything that you have not done?

4. What would you like to do about the problem?
   List as many things as possible.

   What might happen?

5. Is there a way in which your ______________ could solve the problem?

6. Choose the most promising solution and describe in detail what you would do.

Unofficial

DRAFT -- REVISED
FOR DISCUSSION ONLY

1/29/68

COMMUNITY ACTION MEMORANDUM

SUBJECT: RESIDENT PARTICIPATION

1. PURPOSE OF THIS MEMO

The purposes of this memo are (1) to restate the role of resident participation in community action programs and in the larger war on poverty, and (2) to provide policy directives and guidance regarding resident participation.

2. THE ROLE OF RESIDENT PARTICIPATION IN CAP AND THE WAR ON POVERTY

When CAP was launched in 1964 its most unique aspect was the mandate regarding involvement of the poor -- "maximum feasible participation of residents of the areas and members of the groups served" in the development, conduct, and administration of CAP-supported projects. Since that time, resident participation has become an established feature of local CAP's across the Nation. Gradually it is spreading to other kinds of programs as well. Many institutions on the local level now are sounding out residents of poverty neighborhoods before finalizing plans. At the Federal level, three Federal agencies -- HUD, Labor, and HEW -- issued a joint statement with OEO in August 1967 requiring resident participation, including the development of effective neighborhood organizations, in the Federal Interagency Pilot Neighborhood Centers Program. Resident participation is also considered an essential feature of the Model Cities program.

Despite its growing acceptance, the meaning of this mandate, and its significance for achieving our long range goal of eliminating poverty, have not always been understood. This fact, and the certain recent developments underline the need for OEO to clarify its position and policies regarding this concept:

1. The Economic Opportunity Act of 1967 gives far stronger encouragement to resident participation than previous legislation. The 1967 Act is much more specific about the objectives of resident participation, and methods of achieving it. Resident participation is referred to in 16 different subsections of the Act.
2. The increasing focus by OEO and other Federal agencies on program coordination at the neighborhood level calls for a new look at resident participation.
3. The increasing demand by residents of low-income neighborhoods for a meaningful voice in what goes on in their communities cannot be ignored.
4. The civil disorders of the past two summers have highlighted the need for more effective communication between ghetto residents and those living elsewhere in metropolitan areas.

OEO's position on resident participation is clear: it is indispensable for winning the war on poverty. This is why:

1. Two massive social changes must take place if poverty is to be ended.

   First, a massive dollar investment must be made to provide programs (like guaranteed incomes and jobs, and a wide range of services) which might be needed to do the job. The cost:

higher taxes. (In the long run, however, even the economic returns might render this a costless investment.)

Second, Americans must forego the luxury of racial and other forms of discrimination. Poverty is spiritual as well as economic.

2. These changes will take place only as the non-poor develop a total commitment to end poverty.
3. This commitment will be made only as the non-poor become aware of the poor: of their existence and their plight, and what must be done.
4. Only the poor can get this story across. They are the ones who have been hurt.

The poor need help in getting organized to help themselves in a variety of ways; but particularly by telling the nation what it is like to be poor, and what must be done about it.

This is resident participation -- the voices of the poor. It is critically indispensable to building the total commitment to end poverty.

Resident participation is the element which distinguishes CAP from all previous programs. Without it, there is no real need for CAP. Resident participation is the element which enables CAP to help the "invisible" Other America become "visible."

CAP is primarily a catalyst. Its role as a provider of funds for service programs is secondary. CAP can never expect (nor would it ever request) the funds needed to do the job itself. Fundamentally CAP is the dynamic in the war on poverty whose primary mission is to help local communities make the most of the resources they have in their fight against poverty; and to set in motion the massive social changes needed to win the war on poverty.

Given this distinctive mission, CAP's performance is to be measured primarily in terms of the commitment against poverty which it has engendered.

Thus what Mr. Shriver said in 1966 holds with even greater force today:

> If our program is to maintain its catalytic effect, if it is to continue to engender greater responsiveness to the needs of the poor throughout governmental and private agencies, then we must not permit our programs to suffer from hardening of the arteries ...In the process of tightening up procedures, of improving reporting systems, or tidying up administrative details, we must not lose sight of our overriding mission...The word must go out -- and it must go out unmistakably -- that token participation is unacceptable...I will not consider any program a true community action program which does not have maximum feasible participation by all segments of the community -- and that must include the intended beneficiaries of that program.

The 1967 Act describes maximum feasible participation of the poor as one of the five methods of achieving the purpose of CAP: a better focussing of resources on the goal of individual and family self sufficiency. The five methods are, in brief: (1) strengthened planning and coordination, (2) better organization of services, (3) greater use of innovative approaches, (4) maximum feasible participation of residents of the areas and members of the groups served in development and implementation of all programs designed to serve the poor, and (5) a more active role for business, labor, and professional groups.

These methods are interrelated. Resident participation is essential to effective planning and coordination, improved organization (especially in its institutional change aspects), and innovation. Paradoxically, it is essential also to maximum feasible participation of other groups in the community. Resident participation -- community action by the poor --

when it is responsible and constructive and directed toward achieving its legitimate purposes, can win for the poor the support, the respect, and the maximum feasible participation of these other groups. There is room for everybody's maximum contribution in the war on poverty. Participation is not measured by percentages on CAA Boards.

This brings us to a central fact about resident participation: whether it is a force for good depends on how it is used. Only when it is responsible and constructive, when its aim is building effective bridges of communication, rather than shutting out the outside world, is it a positive force in the war against poverty. To the CAA then, resident participation represents not only an indispensable weapon, but also a challenge to realize its potential.

Who decides?

The policy guidance set out below gives recognition to the fact that resident participation will realize its potential only through skillful support and encouragement by CAA's of the efforts of the poor to act in concert to help themselves. This policy guidance emphasizes the development of "neighborhood-based organizations composed of residents of the area and members of the groups served to assist [the CAA] in the planning, conduct, and evaluation of components of the Community Action Program." (Sec. 211(c)) The neighborhood organization is one of the "new" institutions encouraged by CAP and by the legislation. This institution is essential if representation of the poor is to be meaningful. It is the institution which can give the poor the all important sense of community, and the confidence that through their own efforts (community action) they can effect constructive change.

Neighborhood organizations must, if they are to be effective, develop a sense of community, a sense of "we" and "they." At the same time, however, they must link up with the larger community in a common effort. The challenge for the CAA is to develop this *partnership* of the organized poor with the larger community, in which both groups, while retaining their separate identities, work together in common cause. This does not mean an absence of strained relations; it does mean an absence of conflict designed only to destroy.

It is a fundamental premise of CAP that only a neighborhood organization with a sense of community, a sense that it has some powers, and a sense of self-respect and pride, can join in a creative partnership with the larger community. Creative partnerships are based on mutual respect; they do not exist between the *powerful* and the *powerless*. This partnership of the poor and the larger community is more than a central goal of CAP; it is becoming a necessity of life in the American community, especially in the cities racked by the riots of previous summers.

The CAA, which includes representatives of both the poor and the larger community, is a second new institution developed by CAP. It is designed to give expression to this partnership, and to undertake community action in the broader sense: the poor and the larger community working together. The CAA and its neighborhood organizations are not competing institutions; they are intended to be, and *must* be, *complementary*. They *will* be if the CAA meets its challenge of *encouraging development of effective, responsible, and constructive resident participation*.

3. THE PURPOSES OF RESIDENT PARTICIPATION

The purposes of resident participation -- what it can contribute -- are many and varied, and go beyond some of the broader aims described above. These additional purposes are described here because it is generally the case that resident participation is an asset to the extent that those who participate direct their activities toward these legitimate ends. Also, whatever guidance OEO might offer to CAA's on achieving resident participation is probably no match for the ideas of the CAA which acts on the basis of a thorough understanding of its purposes.

How much money can CA get?

a. Institutional Change. In response to community action (sometimes a simple, undramatic opening up of communication), or the awareness of the possibility of community action, local institutions (such as local governments; schools; health, welfare, and housing agencies; and employment services) often rearrange their programs so they are more relevant to the needs of the poor. Sometimes new institutions are created to meet these needs. The participation of the poor in the choice of, and development and conduct of, CAP projects to insure relevance to their needs, is closely akin to institutional change.

A central need of every anti-poverty project is that its staff acts as an advocate of the poor. Anything less is a sham. Resident participation increases the chances that advocates of the poor will staff anti-poverty programs by giving the poor a voice in staff selection.

b. Allocation of Resources to the Poor. Through concerted action, the poor sometimes are successful in obtaining Federal grants for their neighborhood, in persuading State or local agencies to decentralize services, or in enlisting the resources of private groups such as labor, business, and industry.

c. Development of Self-Respect, Self-Confidence, and the Drive for Self-Development The need for self-respect is often referred to as the need for a sense of personal pride, or a sense of personal worth, or a feeling of personal dignity. Whatever it is called, it emerges with the growth of self-confidence and a drive for self-development. Participation with others in effective community action is not the only route to development of these characteristics, but it can make a substantial contribution, as many studies of community organization have shown. Like everyone else, the poor need to feel like they are "somebody," and the absence of this kind of self-image is perhaps the single greatest block to their exit from poverty.

An additional value is the feeling of emotional security that comes from being a member of a group engaged in effective and constructive action. The poor more often than not feel isolated, alienated, and alone -- and this is a crippling feeling.

The drive for self-development is particularly crucial. To the extent that this drive can permeate the poverty neighborhood, the poor will make the most of the opportunities that do exist, and find ways to create additional opportunities.

The emotional values of resident participation, while more an incidental than a direct benefit, are far from insignificant. The strengthening of these values in the poverty neighborhood would represent a far more significant and relevant development than a total physical rebuilding of the area.

d. Community Competence. Lacking education and experience, the poor often are ineffective citizens, and do not participate in democratic processes at either local, State, or Federal levels. They have little knowledge of the workings of government or other institutions relevant to their lives, of parliamentary procedures, or of the complexities and subtlties of political life. Lacking the knowledge and the know-how, they often do not care, and remain as passive (but often resentful) non-participants in our democracy. Thus we lose an opportunity to strengthen our democracy. This results in another loss: Their failure to take hold and make the most of what little opportunities for neighborhood development might exist where they live.

Resident participation has the potential for providing this community competence. Whether it does depends on the kinds of opportunities the poor get to develop it. The CAA has a major role in providing these opportunities. Training of neighborhood organization Board members is one of these opportunities. Others include CAA delegation of responsibilities for development and operation of programs to the neighborhood organization (the "neighborhood corporation"), CAA delegation of funds to the neighborhood organization so it can hire its own staff and consultants, CAA-provision of technical assistance, and training residents in the art of enlisting support of other groups. Achievement of the three purposes described in sections a - c above depend to a great extent on the degree to which community competence is developed.

e. Mobilization of Neighborhood Resources. The poverty neighborhood often represents one vast untapped resource, where constructive leadership lies dormant to the point of virtual non-existence. Less dormant is the underlying resentment at being closed out; and more and more recently, the insistence on acting to change these conditions. Existing in a vacuum of constructive leadership, this insistence can -- and sometimes does -- break out into destructive action (a fact which has been more than adequately documented in front-page headlines).

The tragedy is that this very insistence on change is a powerful emotion which is essential if change is to take place; but only if it is channelled in constructive directions. Effective resident participation can increase the chances that it will. Resident participation can provide the conditions under which constructive leadership can emerge and develop, a role for those who see salvation in building. Providing opportunities for the constructive is a creative approach to "repression" of the destructive.

Self-help is a prime principle of CAP. Providing opportunities for community self-help activities, and opportunities for the poor to gain the competence, resources, and help needed for success in these activities, provides a constructive outlet for the all-important insistence on change.

f. Inter-group Harmony. Polarization in America -- between the "haves" and the "have nots," between those in the poverty pockets and the more affluent -- is one of America's most dangerous problems. For many reasons, it may be on the increase. Effective resident participation can, by providing poverty neighborhood organizations (and federations of such organizations) possessed of a sense of self-respect and confidence, with opportunities for a dialogue with those who represent the affluent, affords at least one means of lessening this polarization. Dialogue cannot do it alone of course. It is no substitute for the re-allocation of resources needed for the poor to be rid of their rightful resentment. Until these investments are made, however, the dialogue must be undertaken and continued.

g. Development of Job Skills. Some of the skills referred to above as "community competence" are transferrable to employment situations, particularly the skill to deal with other individuals and groups. Perhaps as important are the emotional values described in Section (c) above. Job skills can also be secured by the poor through employment in the local CAP (a form of resident participation), especially if due attention is given to training and opportunities for advancement either within the CAP or elsewhere.

4. POLICY DIRECTIVES AND GUIDANCE

OEO's basic posture on resident participation remains unchanged. In implementing this mandate, OEO will continue to take into account differences within and among local communities, and the fact that it takes time to achieve effective resident participation. However, as Mr. Shriver said previously, "While we accept flexibility in the implementation of such participation, we are inflexible in our determination to achieve it as fully and as rapidly as possible."

Policy directives and guidance follow.

a. Resident Participation as a CAA Function. CAA's shall establish effective procedures by which the poor and area residents concerned will be enabled to influence the character of programs affecting their interests, and provide for their regular participation in the implementation of those programs. (Section 212(b)(4).)

Some of the ways in which CAA's might carry out this function are as follows:

1. Representation of the poor and residents served on CAA Boards (CAA governing boards and community action boards), other policy-making groups, and advisory groups; and providing training and financial support to such representatives.
2. Development of "representative neighborhood organizations" (see below for definition) and other groups composed of the poor and residents served; delegation of substantial responsibilities to such organizations and groups (or encouraging independent funding thereof); and providing financial, technical, and other support to such organizations and groups.
3. Providing opportunities for the poor and residents served for employment in the CAP.

Activities designed to help the poor achieve greater participation are eligible for funding under Section 221. (Section 221(a)(9).)

b. Representation on CAA Boards. Each community action board and CAA governing board shall be so constituted that at least one third of the members are persons chosen in accordance with democratic selection procedures adequate to assure that they are representative of the poor in the area served (Section 211(b).)

Each of these members must reside in the area he represents. Where the area he represents is covered by a representative neighborhood organization, he should be selected by that organization. In low-poverty areas, only the poor should participate in selection of the representative(s).

CAA's shall establish procedures under which representative groups of the poor which feel themselves inadequately represented on the community action board or governing board may petition for adequate representation (Section 211(d)(2)). Procedures described in A(2)(d) are applicable.

These requirements also apply to executive committees of CAA Boards.

c. Representation on Delegate Agencies.

1. Where a CAA delegates responsibility for a component (or components) to be carried on only in a particular geographic area within the community, to another group, at least half (two-thirds?) of the members of the governing body of such group shall be selected by the poor or residents of the area served.

2. Where a CAA delegates responsibility for a CAP component (or components) to be carried on in most high poverty areas of the community, to a group for which such component(s) are a minor part of its program, such group must establish an advisory council selected entirely by the poor or residents served, or must re-delegate responsibility for the component(s) to a group with a governing board at least half of whose members are selected by the poor or residents served.

3. Where a CAA delegates responsibility for a CAP component (or components) to be carried on in most high poverty areas of the community, to a group for which such component(s) are a major part of its program, such group must have a governing board at least half of whose members are selected by the poor or residents served, or must delegate the component(s) to such a group.

4. In the above three cases, at least one-third of the members selected by the poor or residents served must be poor themselves, and they must reside in the area they represent.

d. Other Policy-Making Groups. At least half of the governing bodies of all other groups which have important policy-making functions, whether in an advisory or other capacity shall be selected by the poor or residents served, and must reside in the area they represent.

e. Representative Neighborhood Organizations.

1. CAA's shall establish "representative neighborhood organizations" in high poverty neighborhoods:
    a. to assist the CAA in the planning, conduct, and evaluation of components of the CAP; or
    b. to become incorporated and assume responsibility (either through delegation from the CAA, or independent funding) for a CAP component (or components); and
    c. to select representatives of the particular neighborhood for membership on the CAA Board and/or other policy-making groups.
2. The governing bodies of such neighborhood organizations shall consist of persons selected entirely by the poor or residents served who reside in the particular neighborhood.
3. When and where feasible, CAA's should delegate responsibility for neighborhood centers and neighborhood services systems to such neighborhood organizations, after assisting such organizations to incorporate.
4. When and where feasible, CAA's should assist such neighborhood organizations to establish community-wide federations.

5. When and where feasible, CAA's should assist such neighborhood organizations in the following ways:

   a. Providing technical assistance, especially in helping them secure on their own behalf available assistance from public and private sources.

   b. Reimbursement for attendance at meetings of the organization.

   c. Delegation of funds for hiring staff and consultants.

   d. Developing programs for training of members of the governing body of such organizations.

   e. Providing information about the CAP and other community institutions and programs.

   f. Providing methods by which the organization can work with private groups, firms, and institutions, as well as public groups, in seeking solutions to problems of common concern.

f. Resident Employment.

1. CAA's shall assure that residents served, particularly the poor and those 55 years and older, shall be provided maximum opportunities for employment in CAP components, including opportunity for further occupational training and career development. CAA's shall develop written plans of action, for each such employee, for occupational training and career advancement. Such plans shall describe the advanced positions for which such person are being prepared, and expected dates on which they are expected to advance to such positions.

2. CAA's are particularly encouraged to employ residents served to assist in planning and evaluation activities, as a way of increasing their influence over, and knowledge of, the CAP.

3. CAA's shall avoid, the imposition of local or State Civil Service regulations where it would impede carrying out the purposes of this section.

g. Reimbursement for Meetings. (Same policies as stated in previous CA Memos.)

h. Resident Participation in Evaluations. CAA's shall arrange for obtaining the opinions of the poor and residents served, about the strengths and weaknesses of the CAP and its components.

i. Non-Participants. CAA's shall make special efforts to encourage the participation of certain groups which often do not participate in CAP projects in proportion to their numbers, such as adult males, youth, the elderly, and the hard-core poor.

j. Constraints on Resident Participation. The provisions of Section 603(b) (political activity) and Section 613 (unlawful disturbances) apply to resident participation activities.

k. Resident Participation in Non-OEO Programs. CAA's should assist other agencies in the community to achieve effective resident participation in programs conducted by such agencies which are designed to serve the poor or residents of high poverty neighborhoods.

l. Resident Participation in Specific CAP Components. See policy issuances for specific components.

5. ISSUES AND PROBLEMS

In attempting to achieve effective resident participation, CAA's often encounter a number of issues and problems. These issues and problems can be resolved if the legitimate purposes of resident participation are fully understood. Some of these issues and problems are as follows:

a. Compatibility of resident participation with effective delivery of services.

b. Involvement of the hard-core poor in the CAP, either as employees or participants in program development.

c. Compatibility of assumption by the CAA of responsibility for planning and coordination with delegation of responsibility to neighborhood corporations and other groups.

d. Compatibility of community action by the poor with development of a partnership between the poor and the larger community.

(Discussion of these issues will appear in a later draft.)

6. RELEVANCE OF PREVIOUS CA MEMOS AND CAP GUIDE

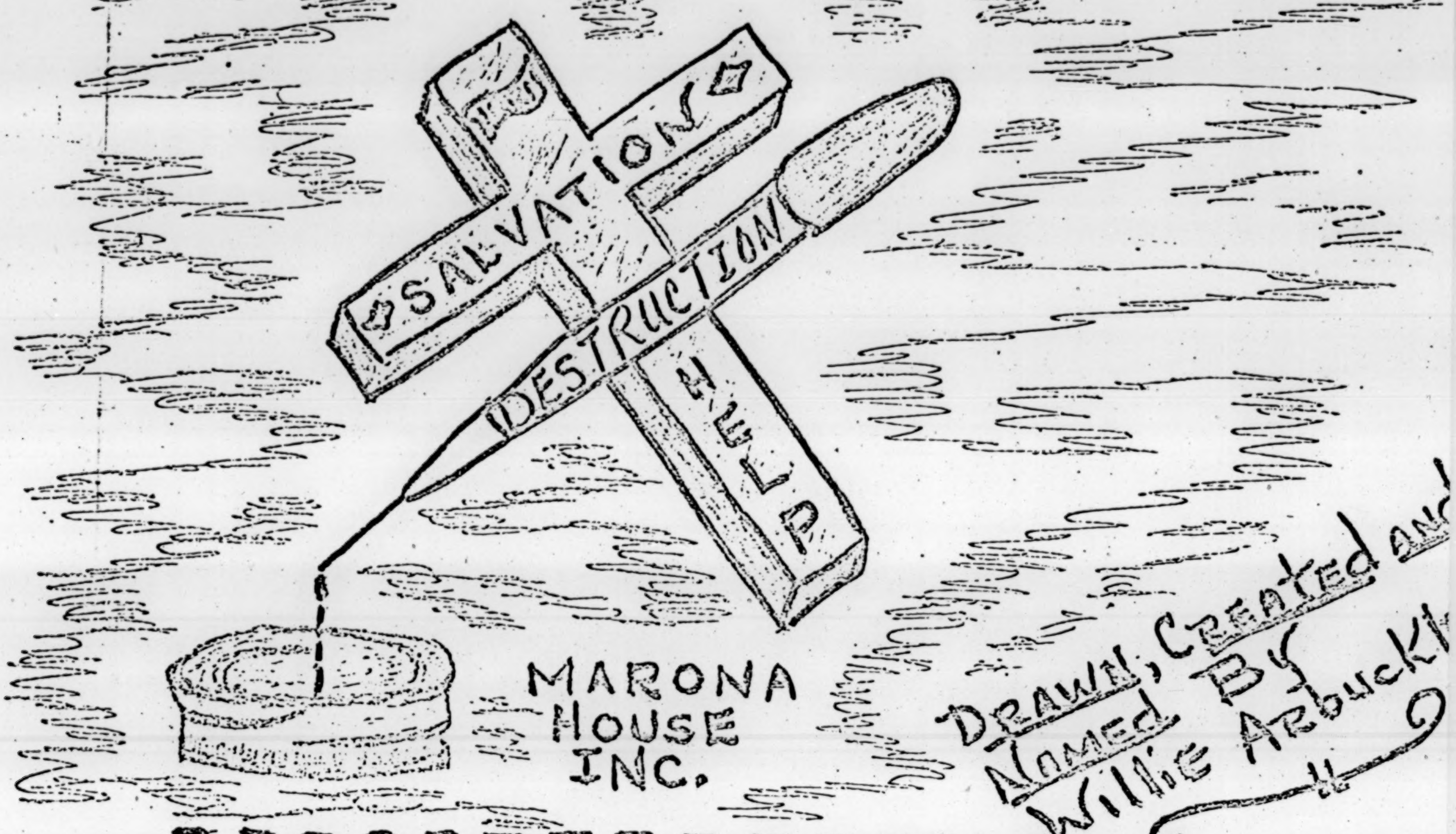
The sections listed below in the following CA Memos and in the CAP Guide, Volume I, are still applicable:

7. ATTACHMENTS

Position Paper on Resident Participation in the Economic Opportunity Act of 1967.

Washington Interagency Review Committee Issuance on Resident Involvement.

NAME AND EMBLEM DESIGN


SALVATION
DESTRUCTION
HELP
MARONA
HOUSE
INC.

Drawn, Created and
Named By
Willie Arbuckl

NAME MEANING

M-odification
A-nd
R-ehabilitation
O-f
N-arcotic
A-ddicts

MARONA HOUSE PROPOSAL FOR A DRUG PREVENTION PROGRAM FOR JUVENILES

THE PROBLEM

The Narcotics Division of the Gary, Indiana Policy Department estimates that there are 160 known heroin addicts in the city. We, the members of Marona House, Inc., concur with this statistic and we know, from experience, that there is no more totally trapped and blocked human being in this country than the heroin addict. Once "hooked", he faces the almost impossible task of "kicking the habit" by his own will power. His addiction is not only a medical, but by statute, a criminal problem. To support the high cost of the drug that is all important to him, he must usually turn to illegitimate means. The Gary police report 215 juvenile arrests in the last year directly related to addiction or to crimes committed to gain the funds to purchase drugs.

Thus the addict becomes again a criminal problem but now he hurts the community as well as himself. If he seeks medical assistance, he must commit himself for a lengthy stay in Lexington. And then he returns to the pressures of the same environment that turned him to the drug in the first place. It is little wonder that the rate of relapse is so frighteningly high.

MARONA HOUSE proposes a voluntary alternative that will help addicts along the road to recovery with the guidance of men who have already traveled that road. The staff of former addicts and the clients whom we will rehabilitate will offer a preventive program to youth and an interpretive program to the adult community on the dangers and problems of drug addiction. This will be presented through the schools, churches, youth agencies, service clubs and other public forums available in Gary.

What is MARONA HOUSE?

MARONA stands for the Modification and Rehabilitation of Narcotic

Addicts. We are former narcotics addicts who have formed a true fellowship to help each other and other addicts to obtain strength and patience and to restore mental, physical, spiritual and psychological health. Our common goal is to overcome our shortcomings and to work together constructively to rehabilitate ourselves by

inducing the will and courage to recapture lost dignity;

helping ourselves through helping others;

igniting an understanding in those who do not rely upon these three factors: self-reliance, confidence and strength of will;

exploring through discussion the varied value systems and standards of living;

encouraging each member to work toward civil reinstatement;

eliminating all negative thoughts so that each knows where he is and where he is going.

We are governed by a Council of members who meet weekly to discuss our goals. We have recruited a Board of community leaders who will set the policies under which the staff operates, give us guidance in administrative techniques, interpret our goals and program to the community, encourage the necessary liaison between their agencies and ours and help us to develop a consistently constructive program.

The following citizens compose our Board:

The Honorable Richard Gordon Hatcher, Mayor

James F. Hilton, Chief of Police

William Staehle, Director, Model Cities Agency

Gordon McAndrew, Superintendent of Schools

Wallace White, Director, Concentrated Employment Program

Burton D. Wechsler, Attorney

Ernest E. Leydet, Executive, Catholic Family Services

Willie Bankston, Co-ordinator of Special Programs,
Concentrated Employment Program

The Reverend Mr. Robert Lowery, St. Timothy Community Church

The attached letters at the end of this proposal indicate the support of these individual board members and the agencies which they represent.

The MARONA HOUSE Program

We have located a site at 1100 Broadway in Gary, Indiana which will make a very adequate detoxication clinic and "half-way house". Originally a clinic, it has recently been used as a club but could be easily converted again into a clinic and residence.

We have a deep conviction that former addicts understand best the problems and need of those who are seeking to escape from the habit and can best guide them to recovery. We propose to recruit addicts for voluntary admission to our clinic for detoxication. A doctor and a registered nurse will be kept on retainer to be with the clients during the first day of detoxication and to administer medication. Two full-time licensed practical nurses and two nurses' aides will complete the clinic staff. After detoxication the supportive services of MARONA HOUSE will take over.

Since many addicts are in a weakened physical condition, often suffering from abscesses, veneral disease, bronchial ailments, pregnancy and major allergies, no health insurance company will accept them. MARONA HOUSE will provide hospitalization and medical expenses for those who are ill or become ill during their stay.

Our clients will live with us at MARONA HOUSE until they are able to move out into successful living. We believe that we will have an average of thirty residents at any one time and that we will serve at least one hundred addicts during the year of this contract.

Clients will live in the house initially, performing all housekeeping duties. Their primary therapy will be guided group discussions with the staff to develop and reenforce the self-confidence and sense of dignity that are our goals.

MARONA HOUSE will use the services of a psychiatrist who will spend one morning per week in training and advising the staff and one afternoon per week working with clients with special psychological problems. Since many of our clients will have legal problems, we will also retain a legal counsel. We plan to have staff visits with such programs as Day Top House, Gateway House and Synanon to learn from their experience and share our own.

MARONA HOUSE sees its primary role as public education, teaching youth to avoid the pitfall of drug addiction and informing the general public of the dimensions of the problem. The staff, the clients in residence and interested "graduates" of the program will prepare skits, illustrated lectures and panel discussions for presentation to youth at public and parochial schools, churches and youth agencies and to such adult groups as PTA's, service clubs, church clubs and other public forums. They will train teachers, preachers and youth workers in understanding the problems of drug-use, in how to "spot" users, and in how to use the preventive and rehabilitative services of MARONA HOUSE.

MARONA HOUSE will use the placement services of the Gary Concentrated Employment Program to move our clients, when ready, into employment. Our staff will provide continued support to each as needed. If special services beyond our resources are required, we will turn to Catholic Family Services.

Clients who leave the house will be encouraged to return for regular discussion sessions, to join the MARONA HOUSE Council, to participate in our prevention program with youth agencies and to reenforce their own new style of life by helping others.

STAFF OF MARONA HOUSE

The staff (ex-addicts, except where special competencies required may not be available from them) will include:

1 Project Director who will be responsible for the overall operation of the program.

1 Community Relations Director who will maintain liaison with and interpret the program to service clubs, public and private agencies, churches and visitors.

3 Group Workers who will lead the guided group discussions.

2 Outreach Workers who will contact addicts, accompany them to the County Public Health Services for treatment and bring them to MARONA HOUSE after withdrawl. They will be available (as will the Group Workers) on a twenty-four hour basis for emergency calls.

2 Liaison Workers with the Concentrated Employment Program. Most of our clients will fit the requirements for CEP clients plus having the additional handicap of a record of addiction. The liaison men will not only arrange for placement of our clients through CEP but will also interpret the supportive program of MARONA HOUSE to companies.

1 Comptroller who will be responsible for the financial operations of the project. (He will have the assistance of an auditor four hours per month.)

The clerical staff will consist of one secretary and one receptionist.

1 Cook will be in charge of daily food preparation, assisted by the clients.

1 Maintenance man will live on the premises and be responsible for special maintenance and repair beyond the ability of the clients, plus supervising the maintenance work of the clients.

A week of staff training is planned for the outset of the program. Heavy emphasis will be placed on human relations for all staff and developing a sympathetic understanding of the problems of the addict for those of our staff who have never been addicted.

The purpose of the training is to make the entire staff aware of the total program. Many of the jobs (i.e. Group Worker and Outreach Worker) can and will be interchangeable so that staff won't "go stale" and will share a broad experience.

10/9/68

City Of Gary

Gary, Indiana
OFFICE OF THE MAYOR

RICHARD GORDON HATCHER
MAYOR

September 13, 1968

Marona House, Inc.

Dear Gentlemen:

As Mayor of Gary, I am both happy and proud of your diligent efforts to develop a program and Half-Way House to serve our citizens, afflicted with dope addiction, help themselves escape this demeaning and dangerous habit.

To the extent possible, I will offer the assistance of my administration in accomplishing your goals.

Further, I will be glad to assist you in a personal capacity as a member of your advisory council.

Sincerely yours,

Richard Gordon Hatcher

Richard Gordon Hatcher
Mayor

RGH:dw

CITY OF GARY
GARY, INDIANA

GARY POLICE DEPARTMENT

RICHARD G. HATCHER
MAYOR

JAMES F. HILTON
POLICE CHIEF

September 16, 1968

Marona House, Inc.

Gentlemen:

Because of the serious nature of the narcotic problem in Gary this office feels the problem should be attacked socially as well as Department wise. This appears to be a serious effort by persons who know the problem first hand. I would suggest that all effort be made to see that this be established in Gary.

I would be more than happy to be a member of the advisory council.

Sincerly,

James F. Hilton
JAMES F. HILTON
CHIEF OF POLICE

JFH/mdb

CITY OF GARY

RICHARD G. HATCHER
MAYOR

MODEL CITIES AGENCY
MUNICIPAL BUILDING - GARY, INDIANA 46402

WILLIAM L. STAEHLE
DIRECTOR

September 13, 1968

Marona House, Inc.

Dear Sirs:

For the past several days I have become increasingly aware of the need for the facility as described in your proposal. I find your proposal most adequate in that it provides the kind of direct person to person service to people afflicted with dope addiction which I agree is most necessary.

In my capacity as Director of Gary's Model Cities Program I will be most happy to assit your organization in any way that I can to acquire, either locally or from federal sources, funds to establish your facility and service.

The Model Cities Program will be most happy to include as part of its health component a description of your approach to the problem of dope addiction. I will be delighted to offer my personal services to you in any advisory capacity you deem most useful.

Very truly yours,

William Staehle
Director

WS:dw

SCHOOL CITY OF GARY
The Public School System of GARY, INDIANA
SCHOOL SERVICE CENTER
620 EAST 10TH PLACE
PHONE 885-6193

September 16, 1968

Marona House
c/o William Bankston
Concentrated Employment Program
738 Broadway
Gary, Indiana

Gentlemen:

I have read with great interest the proposal prepared by Marona House, Inc., to work on a rehabilitation program for narcotics addicts.

I am strongly in favor of the approach you propose and pledge my cooperation and that of the Gary School City in furthering this program in any way we can. The idea of having some of your members involved in an educational program with the public schools seems to me particularly worthy.

Please feel free to call on me for any help I can give to this worthwhile effort.

Sincerely,

Gordon McAndrew

Gordon McAndrew
Superintendent of Schools

gb

Law Offices of
ROTH AND YONOVER
3637 GRANT STREET
GARY, INDIANA 46408

MILTON ROTH
JOEL YONOVER

LOCAL TELEPHONE 887-5291
LONG DISTANCE
AREA CODE 219-887-5291

OF COUNSEL
BURTON D. WECHSLER

September 16, 1968

Marona, Inc.
1620 Broadway
Gary, Indiana

Gentlemen:

I understand that you are in the process of incorporating a not for profit corporation through Mr. Yonover, an attorney in Gary, and that the name of the organization will be Marona, Inc.

In conversations with Mr. Bankston, who has helped initiate the program, I understand that it will serve as a kind of half-way house for drug addicts, modeled to some extent after a similar program in California.

Apparently, drug addiction is quite extensive in Gary and as usual, tends to ravage poor people and black people the most. I therefore think it highly commendable that this project is being initiated in Gary. I will do whatever possible to assist and wish to all of you the best luck in the world in its future operations.

Very truly yours,

Burton D. Wechsler

Burton D. Wechsler

BDW:sh

Catholic Family Service

3857 Broadway – Phone 887-6548

Gary, Indiana 46409

September 13, 1968

REV. JOSEPH SEMANCIK
DIOCESAN DIRECTOR

ERNEST E. LEYDET, A.C.S.W.
EXECUTIVE

Marona House, Inc.

Gentlemen:

We hereby wish to indicate our approval of your efforts to establish a halfway house for narcotic addicts in the city of Gary, Indiana. Since we have become very familiar with your efforts through the several contacts we have had with personnel from your agency, we feel that we can indicate your sincere efforts to alleviate a great need. We feel that drug addiction is certainly one of Gary's more serious problems and that the grass roots effort that your agency represents would be a great asset in combating this problem.

We also wish to indicate that we will be happy to cooperate in any way that we can towards the success of your efforts.

Wishing you success, we remain

Sincerely yours,

Ernest E. Leydet

ERNEST E. LEYDET, Executive

EL:wl

7

MEMBER AGENCY OF THE UNITED FUND

Mel Segal ,	Narcotic Addict Rehablitation Branch NIMH, HEW
Eric Dlugokinski	Narcotic Addict Rehabilitatn Branch NIMH HEW - Chicago Office
Ernest Leydet	Catholic Family Service Gary
Ira Watkins - (Sec)	Marona House Inc
Donald Scott - Pres.	Marona House Inc.
W. J. Bankston	C E P Cordinator sPecial Progr
Jim Holland	Model Cities
Willie C Wilson	Marone House Inc st.
Fred Elbi	" " "
CALVIN ARNOLD	" " "
Howard M. Jennings Soc Sec Adm.	Local Laison Rep Model Cities
Lester Shackelford	Morona House
Henry Joe Johnson	Marona House
Dr Robert Lowery	2152 W 14th AVE (ST. TIMOTHY COMMUNITY Ctr.
Dave Nelson	Model Cities
Bill Staehle	" "

CODE OF BY-LAWS

ARTICLE I NAME OF CORPORATION

Marona House, Inc..A corporation for the purpose of establishing and operating a lawful business according to the laws of the State of Indiana, employing, training, and motivating the under-privileged.

ARTICLE II OFFICERS

SECTION I OFFICERS

The officers of the corporation shall consist of President, Vice-President, Secretary, Treasurer, Corresponding Secretary and such officers as may be established.

SECTION II ELECTION OF OFFICERS AND TERM OF OFFICERS

All officers shall be elected every two (2) years to take office on the 25th of August. The election shall take place in the month of August following the announcement of the slate of candidates by the Nominating Committee. The vote shall by by secret ballot. An officer may not hold the same office more than two (2) consecutive terms.

SECTION III VACANCIES

A vacancy in any office for any reason shall be filled by a special election in accordance with the form for an annual election, for the unexpired portion of the term.

SECTION IV GENERAL POWERS

In keeping with the theory of a corporation, the general powers of the corporation shall rest in the policies, by-laws and decisions of the majority of the membership.

SECTION V PRESIDENT

The President of the corporation shall be the principal executive officer. He shall preside at all meetings and the board, and he shall act as official representative of the Morona House, Inc.

SECTION VI VICE-PRESIDENT

In the absence of the President, the Vice-President shall have all powers of and be subjected to all consideration as the President and shall perform such other duties from time to time may be assigned to him by the President.

SECTION VII SECRETARY

The Secretary shall keep the minutes of the meetings and see that all notices, information duly given in accordance with these by-laws, keep a register of the address of members, have general charge of correspondence and may sign such correspondence: he shall perform other duties as from time to time may be assigned to him by the President.

SECTION VIII TREASURER

The treasurer shall take charge of and be responsible for all funds and securities of the corporation, and shall perform such other duties as from time to time may be assigned him by the President.

SECTION IX CORRESPONDING SECRETARY

The Corresponding Secretary shall have charge of and be responsible for keeping the public at large informed of and about the activities and programs of the corporation; and shall perform such other duties as from time to time may be assigned to him by the President.

SECTION X. ADDITIONAL OFFICERS

The Powers and Duties of any and all additional officers shall be prescribed by the board when creating such office and approved by the Membership.

SECTION XI SALARIES

No official or staff shall receive any salary or any other compensation for service rendered unless the same shall first be set by the board and approved by the membership.

ARTICLE III SUB COMMITTEES

SECTION I SUB-COMMITTEES FORMED

The President or a quorum of the members of said organization may call for a sub-committee, as the need for such demands. The members of such a committee shall be appointed by the President with the approval of the membership. All committees shall make written reports to the membership at regular meetings.

ARTICLE IV AMMENDMENTS

The power to make, alter, amend, or repeal this code of by-laws is vested in a simple majority (50% & 1 vote) of the membership.

SECTION I BOND AND REQUIREMENT

The corporation may require the Treasurer and other Financial officers to be bonded at the expense of the corporation.

SECTION II REPORTS BY TREASURER

The Treasurer is to be chief Financial officer of said Corporation. No money shall be withdrawn from any such account of said corporation except by check signed by the Treasurer and counter signed by the President or Secretary.

SECTION III DISBURSEMENT

To make authorized disbursement upon requistion signed by the Secretary and counter signed by the President; each requisition shall state the amount and purpose of the payment requested.

SECTION IV REPORTS

Written reports shall be submitted by the Treasurer at each Board meeting and upon request by the President. A full written report of the financial standing of said organization to be given to the organization every 90 days.

SECTION V

A member of the Board of Directors can be dismissed from the corporation and Board and relinquish all rights and privileges in said corporation. All other rights and membership in the Corporation for the following reasons;

1. Any act of physical violence inflicted on another member of said corporation.
2. Any act of undeniable degradation to the corporation that could result in the loss of revenue and or prestige of said corporation.
3. Resignation from corporation; relinquish all afore mentioned rights.
4. Failure to perform specific duties as a director or member of the board.
5. A disciplinary committee consisting of president and four members in good standard of the corporation shall hear all cases of disciplinary nature prior to the dismissal of a member from said corporation or the board of directors.

   The committee shall make recommendation of its finding to the total total board. The member can be restored to a full membership only by 2/3 majority vote of the full memberhsip, or be dismissed with a full or partial compensation.

ARTICLE VI ABSENTEEISM

Any Board member missing three (3) consecutive board meetings without a reasonalbe excuse can be dimissed from the board by the membership.

ARTICLE VII QUALIFICATION OF OFFICERS

1. Any person under indictment shall not served as officers of the board. If one shall become indicted while serving on the board, he or she will be suspended until the case is cleared up.

2. No active addict shall serve as officers of the board.

ARTICLE IX QUORUM

SECTION I

A quorum shall consist of 51% of the Board at all meetings, and ten (10) members in financial good standing at all membership meetings.

RESPECTFULLY SUBMITTED

SECRETARY______________________________